



International Grant Program - 2012

Submission Deadline: 1/7/2013

Name: Shirley Sypolt School: Cooper Elementary Magnet School

School Address: 200 Marcella Road Hampton, Virginia 23666

Telephone No: 757-825-4645 Email: ssypolt@hampton.k12.va.us

Position & Title: 2nd Grade Classroom Teacher, National Board Certified (Middle Childhood Generalist), Science Instructional Leader K-5 @ Cooper Elementary, HEF Grant Project Coordinator

Project Title: 2nd Grade Cooper Cougar Citizenship Banks & Classroom Stores

This project is designed for: Elementary Middle High School Other

Target Grade Level(s): 2nd grade Subject Areas or Discipline: Economics & Math

Narrative (Please answer the following)

1. Project description: Please describe your project in as much detail as possible. Be sure to include a brief description of plans and activities for your project.

Our 2nd grade teachers recently started second grade mini-branch banks in our three respective classrooms. The purpose of starting these mini-branch banks project was to encourage good behavior/good citizenship and a desire to find a way for our young students to interact with and learn the economic terms that they need to master for social studies. We decided to use the classroom color-coded behavior charts that we were already using to monitor each students' daily behavior (these color-coded behavior charts are used school wide). As part of implementing our second grade banking project, we gave a numerical value to each color step on the behavior chart.

**2nd Grade Behavior/Citizenship Chart
2012 – 2013**

Level	Points earned	Color
Extraordinary	7	Over the Top
Outstanding	6	Red
Great Job!	5	Orange
Good Day	4	Yellow
* Ready to Learn	3	Green
Think About It	2	Blue
Teacher's Choice	1	Purple
Parent Contact	0	Pink

* all students start the day at **Ready to Learn**

At the end of each week an average of that week's behavior points are determined for each student and each student's weekly average determines how much money he/she is paid from their classroom bank. Students are practicing their math skills by learning to round their weekly average to whole numbers, following the basic rules of rounding. (Example: if a student earns 4.4 points he/she will receive \$4, and if a student earns 4.5 points he/she will receive \$5). There is a \$1 penalty fee for any student with a weekly average below a 3 and all penalty money is paid to the respective classroom bank. This banking project began with each student receiving a small manila envelope that they decorated and are now using as their deposit envelopes; these envelopes will hold their money throughout the length of this project and are stored in student made deposit boxes. Second grade students started this project with a free \$5 bill paid by their respective classroom banks from a "sample check" they have taped in their social studies interactive notebooks. Once a week, each second grade classroom holds a "banking day." Each quarter a "store day" will be held once the Benchmark Testing is completed.

Students have completed the various construction parts of this project in which some groups of our second graders worked in cooperative groups to design Cooper Cougar Bucks/money, classroom "cash registers" to hold the Cooper Cougar Bucks, and deposit boxes to hold each second grade classroom student's deposit envelope. We collaborated with our Art teacher and she developed a flipchart that showed our second graders, one step at a time, how to draw a cougar face. Students used these steps while drawing cougar faces on the Cougar Bucks they designed. Our second grade Cougar Bucks were printed on blue and orange card stock paper (as blue and orange are our school colors). All of our second graders have designed mini-posters to encourage each other to have great behavior in order to earn lots of money. These posters are being laminated and will be put up around the second grade wet areas and classrooms to remind students of the rewards they can earn for excellent behavior.

Just before Winter Break we had a preview opening of our second grade classroom stores. These classroom stores are a support component of our classroom banks. The money that students earn for good behavior can be spent only in these classroom stores. The stores are stocked with a few items provided by the classroom teachers and a few items donated by parents.

This project will continue through the end of this school year with second grade students taking turns running the classroom banks each week. Student money will be earned weekly, and held in deposit for an entire quarter and the classroom store will be open for shopping soon after quarterly Benchmark testing ends.

We would like to continue this project into next year, starting at the beginning of the school year with the new second graders redesigning and making their own classroom bank components (cash registers, deposit boxes, and *Cougar Bucks*).

We are requesting funding through this Hampton Education Foundation mini-grant to purchase craft items so that students can make goods to sell in their classroom stores and for the teachers to be able to purchase a few supplemental items for the classroom stores. This project will be an opportunity for our 2nd grade students to partner with our school's resource teachers (Art, Music, PE, & Library) and ask them to help show our 2nd grade students how they can make desirable goods and/or how to offer desirable services to their fellow classmates.

According to the website Edutopia (<http://edutopia.org/inquiry-project-learning-research>), page 1, "*A growing body of research demonstrates that students learn more deeply if they have engaged in activities that require applying classroom-gathered knowledge to real-world problems. Like the old adage states, Tell me and I forget, show me and I remember, involve me and I understand.*" "For example, in the 1995 School Restructuring Study, conducted at the Center on Organization and Restructuring of Schools by Fred Newman and colleagues at the University of Wisconsin, 2,128 students in twenty-three schools were found to have significantly higher achievement on challenging tasks when they were taught with inquiry-based teaching, showing that involvement leads to understanding. These practices were found to have a more significant impact on student performance than any other variable, including student background and prior achievement." "Similarly, studies also show the widespread benefits of cooperative learning, in which small teams of students use a variety of activities to more deeply understand a subject. Each member is responsible not only for learning what is taught but also for helping his or her teammates learn, so the group becomes a supportive learning environment."

According to the website Edutopia (<http://edutopia.org/inquiry-project-learning-research>), page 4, "*Inquiry-based learning often involves students working in pairs or groups. Cooperative small-group learning- that is, students working together in a group small enough that everyone can participate on a collective task- has been the subject of hundreds of studies. All the research arrives at the same conclusion: There are significant benefits for students who work together on learning activities.*" "Cooperative group work benefits students in social and behavioral areas as well, including improvement in student self-concept, social interaction, time on task, and

positive feelings toward peers. Researchers say these social and self-concept measures were related to academic outcomes and the low-income students, urban students, and minority students benefited even more from cooperative group work, a finding repeated over several decades.” Studies identified social processes that explain how group work supports individual learning, such as resolving differing perspectives through argument, explaining one’s thinking, observing the strategies of others, and listening to explanations.” (page 5) “Evidence shows that inquiry-based, collaborative approaches benefit students in learning important twenty-first-century skills, such as the ability to work in teams, solve complex problems, and apply knowledge from one lesson to others.”

2. Standards of Learning Objectives: What are the learning objectives of this project? How do they correlate with the Virginia Standards of Learning?

Learning Objectives:

- This project will be used to motivate our 2nd grade students to be more aware of their own personal citizenship at school and to help these students develop positive behaviors while working together as a grade level community by encouraging each other to make positive behavior/attitude choices each day. Students will have the opportunity to earn “Cougar Bucks” for good behavior and then have the opportunity to either “save” or “spend” their money to meet some of their wants or needs.
- This project will provide numerous opportunities for our 2nd grade students to role-play being producers and consumers. They will have the opportunity to create capital resources, and use natural resources to produce goods. They will have the opportunity to be human resources by providing various services to their classmates.
- This project will encourage our students to make economic choices, as sometimes the store will run out of items they want to buy (scarcity).
- Students will learn how to run their classroom bank branches and classroom stores with little or no help from the teachers; they will have numerous opportunities to practice being both producers and consumers.

The Learning Objectives are correlated with the Virginia Standards of Learning:

This project will be used to help our second grade students learn by having numerous opportunities to practice key grade-level Social Studies SOL economics vocabulary concepts:

Social Studies/ Economics SOL concepts:

- 1.7: Goods and services satisfy people’s needs and wants.
- 2.7: Resources are used to make goods and provide services.
- 2.7: Natural resources, human resources, and capital resources.
- 2.9: People are consumers when they buy or use goods or services.
- 2.9: People are producers when they make goods or provide services.
- 2.9: Most people are both consumers and producers.
- 2.9: Scarcity is when goods or services are limited.
- 2.9: Economic decisions are determined by what people can afford to buy.
- 2.9: Saving money allows people to have money to use in the future for goods and/or services of their choice

This project will also help students learn by providing them with numerous opportunities to practice key second grade Math SOL concepts:

- 2.1: the student will be able to round numbers to the nearest ten
- 2.10: the student will be able to count how to find the average of a given set of numbers

This project will also introduce students to Math SOL 5.16 as our 2nd grade students will be taught how to use calculators to find their weekly behavior averages.

3. Evaluation: How will you know if the objectives have been met? How will the outcomes be measured?

The objectives of this project will have been met:

- When second grade students consistently earn an average of 3 or higher on the classroom behavior charts. This project outcome will be measured with each second grade teacher keeping daily/weekly behavior charts in order to monitor student behavior performance over time. Students will be paid according to their weekly average. At the end of the year, the top 10 "earners" in each homeroom will be recognized at the final "second grade awards ceremony."
- When second grade students are able to run their classroom banks and stores, with little or no adult supervision. This project outcome will be measured with each second grade teacher observing how students interact while working at their classroom bank and also by observing how students interact while working in/ or shopping in their stores.
- When second grade students are able to add their behavior numbers for each day of the week together and then find their weekly average.
- When second grade students have learned to round their weekly averages to the nearest whole number in order to determine how much money the bank owes them, or how much money they owe the bank.
- When students perform well on an end-of-the-year Social Studies Pre/Post Assessment Test. At the beginning of the school year, all second grade students took the Social Studies Pre-Assessment Test. A data chart has been created reflecting how students performed on this test from the beginning of the year. At the end of the year, the students will take this same test as a Post-Assessment and the results will be compared to those from the beginning for the year. For this project, we will look at how students perform on the test items of the targeted second grade Social Studies SOLs.

4. Dissemination: Would your project be of value to other educators? How would you share your ideas?

Yes, this project would be of value to other educators at all grade levels. This project is a great way to motivate students to be responsible for their own behavior and to give students personal experience with modeling the economic concepts they need to know.

I would be willing to share this project with teachers at all other grade levels in our school and assist them with establishing their own "classroom banks." I would also be willing to assist other grade level teachers with writing Hampton Education Foundation grants to support their "positive behavior" classroom banks and stores.

This project model could be submitted to the HCS Social Studies Curriculum office to be added to the resources on the Social Studies Warehouse and on SchoolNet.

Budget:

Item	Quantity	Cost
Coloring/Activity books	20 per classroom store X 3 @ \$1 each	\$60
Puzzles	20 per classroom store X 3 @ \$1 each	\$60
Mini-cookie packets	20 per classroom store X 3 @ \$1 each	\$60
Mini-cracker packets	20 per classroom store X 3 @ \$1 each	\$60
Pencils	40 per classroom store X 3	\$15
Various types of novelty erasers	20 per classroom store X 3	\$15
Miscellaneous items to make items to sell in classroom stores	10 per classroom store X 3	\$30

Total Requested: \$300

Shirley Duppelt
Applicant Signature

1/17/13
Date

Ken Holleran
Principal Signature

Jan 17, 2013
Date

submit a typed original and 3 copies to:
van Bane, SAC, 1 Franklin Street, Hampton, VA 23669

Application should be signed and dated by the teacher submitting the Grant Proposal and by the principal of the school. Applications not signed by the principal will not be considered. A committee of Foundation Board Members will review Grant Applications.