

Blythe Park PTA's
Philanthropy Grant Application

Teacher requesting philanthropy grant: Patty Prodanich

Date of Request: Spring 2017

Requested Item/s or Service or Learning Experience:

Author Visit by picture book author:
Eric Rohmann (born in Riverside)
(He also illustrates some of his own books.)

This request will provide for grade/s: K-5

The requested item will provide for students yearly : _____

OR

This requested item will provide as a one-time use: X

Approximate Cost (range with shipping included) of item: \$ 1000.00 for 2 presentations

Please describe how this item/service will provide and benefit students:

Eric Rohmann not only is an
author, but he is also an illustrator.
In his presentations he talks about
the writing process. Eric also relies
on his experience as an illustrator-
a visual storyteller - to use drawing
as a way to engage the students in
writing their own stories.

[2 presentations: K-2 and 3-5]

Blythe Park PTA's Philanthropy Grant Application

Teacher requesting philanthropy grant: Helen Bryan / Judy Aupe

Date of Request: Nov. 28, 2016

Requested Item/s or Service or Learning Experience:

Black Alder tree

White Fringe tree

This request will provide for grade/s: K-5

The requested item will provide for students yearly: -

OR

This requested item will provide as a one-time use:

Approximate Cost (range with shipping included) of item: \$775⁰⁰ / \$775⁰⁰ *

\$400.00

Please describe how this item/service will provide and benefit students:

These trees will be planted in Blythe Park's
"Living Classroom" garden - along with prairie
plants from an Illinois Schoolyard Action Grant.
Lessons involving the garden will be
created for each grade level - math,
Science + Social Studies. Children will
be involved in the planting and
maintenance of the garden.

* Price quoted as retail price by Mrs. Huffer -
We will probably be able to secure
"wholesale" price.

Blythe Park PTA's Philanthropy Grant Application

Teacher requesting philanthropy grant: Kilkenny

Date of Request: 11-2-14

Requested Item/s or Service or Learning Experience:

30 Item Player Rhythm set \$180.00

12 wrist ribbons (scarves) \$25.00

This request will provide for grade/s: Early Childhood

The requested item will provide for students yearly: yes

OR

This requested item will provide as a one-time use: no

Approximate Cost (range with shipping included) of item: \$250.00

Please describe how this item/service will provide and benefit students:

The wide variety of instruments will
allow students to participate in music time
in a more constructive manner. Having
instruments will also enhance their
sensory experience with music. Having
scarves at music time will allow
students to express their reaction to
the music and this will increase their
participation

Thank you!

Blythe Park PTA's Philanthropy Grant Application

Teacher requesting philanthropy grant: Casimira Gorman

Date of Request: 11/29/16

Requested Item/s or Service or Learning Experience:

Student books for the One School One Book
event due to take place in January + February 2017

This request will provide for grade/s: Pre-K - 5th

The requested item will provide for students yearly : _____

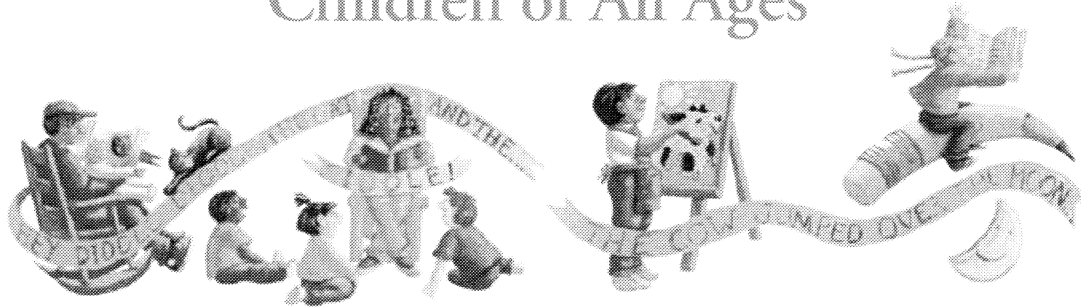
OR

This requested item will provide as a one-time use: X

Approximate Cost (range with shipping included) of item: Total cost would be around
\$600.00. I am hoping that PTA could support 1/2 of this cost.
Please describe how this item/service will provide and benefit students:

I have attached articles related to reading aloud to
children and the many benefits it provides. Reading
aloud together as a family is the main focus/purpose
of programs such as One School One Book.

Reading Aloud with Children of All Ages



Derry Koralek

“THE SINGLE MOST IMPORTANT ACTIVITY for building knowledge for their eventual success in reading is reading aloud to children,” stressed *Becoming a Nation of Readers*, a 1985 report by the Commission on Reading.

Learning to Read and Write: Developmentally Appropriate Practices for Young Children (1998), a joint position statement of the International Reading Association (IRA) and NAEYC, echoes Wells (1985) and Bus, van IJzendoorn, and Pellegrini (1995): “The single most important activity for building these understandings and skills essential for reading success appears to be reading aloud to children.”

Preventing Reading Difficulties in Young Children, the 1998 report of the Committee on the Prevention of Reading Difficulties in Young Children, recommended three key practices to support language and literacy development. The first calls for adult-child shared book reading times that involve talking about the book and other topics.

Derry Koralek is editor of *Young Children*, NAEYC’s journal. This article is based in part on *The Read Aloud Handbook* (5th ed.) by J. Trelease (New York: Penguin Putnam, 2001) and *Much More than the ABCs: The Early Stages of Reading and Writing* by J.A. Schickedanz (Washington, DC: NAEYC, 1999). It was compiled for Reading Is Fundamental (www.rif.org).

Illustrations © Diane Greenseid.

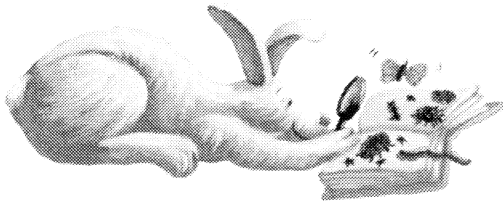
It’s important to read aloud to children of all ages

- Reading aloud presents books as sources of pleasant, valuable, and exciting experiences. Children who value books are motivated to read on their own.
- Reading aloud gives children background knowledge, which helps them make sense of what they see, hear, and read. The more adults read aloud to children, the larger their vocabularies will grow and the more they will know about the world and their place in it.
- Reading aloud lets parents and teachers be role models for reading. When children see adults excited about reading, they will catch their enthusiasm.
- Reading aloud can introduce books and types of literature—poetry, short stories, biographies—children might not discover on their own.
- Reading aloud introduces the language of books, which differs from language heard in daily conversations, on television, and in movies. Book language is more descriptive and uses more formal grammatical structures.
- Reading aloud lets children use their imaginations to explore people, places, times, and events beyond their own experiences.

- Reading aloud gives children and adults something to talk about. Talking supports the development of reading and writing skills.
- Reading aloud supports the development of thinking skills as children and adults discuss books, articles, and other texts they read together.
- Reading aloud is fun.

Read aloud early, later, and as often as possible

- Reading aloud is important from infancy through the high school years. Families and teachers can create and continue a tradition, introduce and reinforce the pleasures of reading, and, as children get older, set the stage for meaningful conversations about numerous topics.
- Read aloud at a predictable, scheduled time that fits with daily routines at home and school. And read aloud spontaneously—when adults and children are in the mood for a story.
- Families can increase read-aloud opportunities by asking older siblings to read to younger ones; teenage babysitters to read while caring for children; and grandparents and other relatives and friends to read during their visits. Teachers can do the same using volunteers and other visitors to the classroom.
- Read aloud at home and in school and when away from home or the classroom—at the doctor’s office, on the bus, while waiting in line, outdoors, on a field trip.



Reading aloud is more than saying words

- Talk about what you are reading—before, during, and after a read-aloud session. According to the IRA/NAEYC position statement (1998), “It is the talk that surrounds the storybook reading that gives it power, helping children to bridge what is in the story and their own lives.”
- Use the text to discuss real-life experiences and issues. Stories and books can be springboards to meaningful discussions about many different topics.
- Make the book come alive. Vary your expressions and tone of voice to fit the plot. Use a different voice for each character. Pause when appropriate to create suspense.
- Read for as long as children can pay attention. Gradually read for longer periods of time as their attention spans grow.
- Involve the listener in deciding what, when, and how long to read. Invite active participation during and after the reading.
- Follow up after reading a book. Offer materials for art projects and dramatics. Look for more books by the author or on the same topic. Plan an activity that builds on what you have read.



References

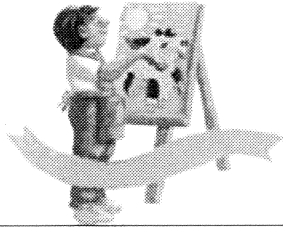
Bus, A.G., M.H. van Ijzendoorn, & A.D. Pelligrini. 1995. Joint book reading makes for success in learning to read: A meta-analysis on intergenerational transmission of literacy. *Review of Educational Research* 65: 1–21.

Commission on Reading. 1983.

Committee on the Prevention of Reading Difficulties in Young Children. 1998.

International Reading Association (IRA) and NAEYC. 1998. Joint position statement. *Learning to read and write: Developmentally appropriate practices for young children*. Washington, DC: NAEYC. Also available online at www.naeyc.org.

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Reading Aloud with Preschoolers

READ ALOUD so preschoolers can

- continue to associate reading with warm, pleasant feelings; learn about words and language; and expand listening skills.
- pay attention to the language of books and begin to notice how it differs from spoken language.
- listen to the sounds in words and notice how some are the same and some are different.
- build their vocabularies with words they understand and can use.
- gain background knowledge about a variety of topics.
- talk about the characters, settings, and plot and relate them to their own lives.
- learn more about print concepts, such as print is spoken words written down, the letters in words are written in a certain order, and written words are separated by spaces.
- have fun!

Choose books preschoolers like

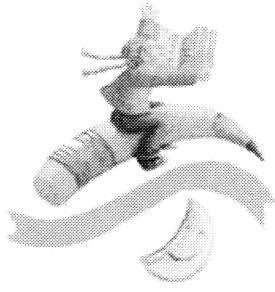
- Preschoolers feel good about their growing skills and accomplishments. As they learn new concepts and self-help skills, read stories with characters who are having similar experiences.
- Preschoolers have good memories. Read stories with simple plots children can retell in their own words (to themselves, a stuffed animal, or a friend) and pattern books with repetitive and predictable rhymes, phrases, and story lines that let children participate.
- Preschoolers are building their listening skills and attention spans. Read longer picture books and begin to read chapter books that last for several sessions.
- Preschoolers are curious. Read information books on topics of interest. Information books give facts and explanations, and introduce new people, places, and things.
- Preschoolers know a lot about their own world. Read books that let them use their knowledge to understand new information and ideas.

- Preschoolers have vivid imaginations. Read folk tales and books with animal characters that think and talk like humans.
- Preschoolers are learning about the sounds of letters and words (phonemic awareness). Read poems and books with rhymes and alliteration.

Try these ideas

- Use the tips for younger children that are also appropriate for preschoolers.
- Introduce the book: read the title, author, and illustrator; look at the cover; talk about what the book might be about; suggest things to look and listen for.
- Run your finger under the text; pause at the end of sentences.
- Answer questions related to the book; save other questions for later.
- Talk about the story during and after a read-aloud session.
- Use information and reference books to answer children's questions.
- Ask children to look closely at the pictures to help them understand the story and make predictions about what might happen next.
- Repeat interesting words and rhymes while reading a book and at a later time.
- Pause and wait so children can say the word that ends a repetitive or predictable phrase.
- Stop to ask thinking questions: "What might happen next? Where did he go? Why did she do that?"
- Follow up on the story. Invite a child to talk, draw, paint, or pretend to be one of the characters.

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Reading Aloud with Kindergartners and Primary School Children

READ ALOUD so kindergartners and primary school children can

- continue to associate reading with warm, pleasant feelings; learn about words and language; build listening skills; expand vocabularies; talk about the characters, settings, and plot then relate them to their own lives; gain knowledge about a variety of topics.
- gain exposure to a variety of writing styles and structures.
- explore social and moral issues and behaviors.
- become more skilled independent readers.
- discover which authors and writing styles they like.
- be motivated to read on their own.
- have fun!

Choose books kindergartners and primary school children like

- Children are becoming independent readers. Read easy readers that they can reread on their own.
- Children are expanding their language skills, vocabulary, and attention spans. Read chapter books with developed characters, plot twists, and descriptive language.
- Children are learning to monitor their own behavior. Read longer picture books and chapter books with messages about how to handle problems and cope with difficulties.
- Children are curious about the world beyond their immediate experiences. Read information books on topics related to their interests.
- Children sometimes identify with characters and situations. Read series books featuring the same characters having new experiences.
- Children begin to pay attention to current events. Read junior versions of popular magazines, such as

Sports Illustrated for Kids, and topical magazines written for children, such as *Ranger Rick*.

- Children develop special interests, preferred types of books, and favorite authors. Read some books that match the child's preferences—mysteries, science fiction, adventure stories, anything by Lemony Snicket—and some you love that will introduce something or someone new.

Try these ideas

- Use the tips for younger children that are also appropriate for this age group.
- Set the stage before you begin reading. Discuss what you read yesterday and what might happen next.
- Defer questions until after you finish reading—unless the answer is critical to understanding what's happening. Asking children to hold their questions helps them get fully engaged in listening to a story. Summarize, adapt, or skip parts of books that are too far above a child's level of understanding.
- Relate a book you are reading to one read in the past. Talk about how they are alike and how they differ.
- Ask a child to imagine what he or she might do in a situation similar to that faced by a character.
- Provide materials and activities that let children expand their understanding of a character, historical event, or situation.
- Talk about what you have read. Books often evoke strong feelings that need to be shared. Offer your own reactions and invite a child to do the same.
- Stop reading the book at a suspenseful point so children will be eager for tomorrow's read-aloud time.

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The benefits of reading aloud are remarkable. Studies have shown that reading to children helps them to listen better and longer, to build bigger vocabularies, to understand concepts better, to feel positive about both books and learning – and much more.

When an entire school reads the same book, the buzz and excitement around the book augments these benefits. Reading a book together brings the added joy of building and expanding a sense of community among students, parents, teachers, and staff – and beyond. In some schools, bus drivers and custodial and cafeteria staff clamor to be included. And when a library or church or community group or commercial donor becomes involved, that sense of fostered community is exponential.


The effort and expense required for such a tremendous experience are modest, especially when compared to the return. The cost for books and program materials depends on the size of the school, and many schools can offset or cover that expense through grants or donations. Your school will embrace a month of **One School, One Book** activities, which will enhance each school day and enrich month you spend with each book. **One School, One Book** can also be easily refined, modified, and tailored to fit each school's environment, needs, and capabilities. Most schools have such a successful experience with **One School, One Book** that it becomes an annual part of their curriculum, and children and families look forward to it each year with eager anticipation.


Send an e-mail to programs@readtothem.org (<mailto:programs@readtothem.org>) to find out more.

Contact Us

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Blythe Park PTA's
Philanthropy Grant Application

Teacher requesting philanthropy grant: Rachel King

Date of Request: 11-10-14

Requested Item/s or Service or Learning Experience:

Chair pockets

This request will provide for grade/s: 4

The requested item will provide for students yearly :

OR

This requested item will provide as a one-time use: _____

Approximate Cost (range with shipping included) of item: \$120.00

Please describe how this item/service will provide and benefit students:

My classroom does not have desks

The students sit at tables.

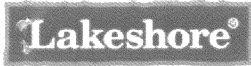
I would like the chair pockets

for the students to keep their

materials in. I bought 17 with

my teacher fund. I would like

10 more for a class set.



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item	price	quantity	total
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subtotal			\$99.50

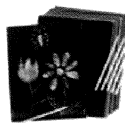
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Blythe Park PTA's
Philanthropy Grant Application

Teacher requesting philanthropy grant: Erin Depke

Date of Request: 12/1/16

Requested Item/s or Service or Learning Experience:

Additional Funds for alternate seating

This request will provide for grade/s: 2

The requested item will provide for students' yearly: Yes

OR

This requested item will provide as a one-time use: No

Approximate Cost (range with shipping included) of item: \$400.00

Please describe how this item/service will provide and benefit students:

I am trying to provide as many students as possible with daily accessibility to alternate seating options that optimize attention and focus.

Blythe Park PTA's
Philanthropy Grant Application

Teacher requesting philanthropy grant: Renee Lebeque from ^{with help} Patty Prodanich

Date of Request: 11/27/16

Requested Item/s or Service or Learning Experience:

Scholastic Books
From book orders + bruised
list

This request will provide for grade/s: K-5

The requested item will provide for students yearly : _____

OR

This requested item will provide as a one-time use: Purchase Books

Approximate Cost (range with shipping included) of item: \$150

Please describe how this item/service will provide and benefit students:

Purchase books for reluctant readers
and economically disadvantaged
readers for the summer. Books
will be mailed to the home
in summer to promote summer
reading (prevent "summer slump").
We will pilot this with a small
number of students this year
in order to see benefits or
streamline. Patty + Renee will
ask teachers for recommendations
and use information to match books to readers.

Blythe Park PTA's Philanthropy Grant Application

Teacher requesting philanthropy grant: Rachel King

Date of Request: 11-2-16

Requested Item/s or Service or Learning Experience:

Portable Basketball Systems (2 of them)

This request will provide for grade/s: ALL

The requested item will provide for students yearly :

OR

This requested item will provide as a one-time use: _____

Approximate Cost (range with shipping included) of item: \$217.80

This is the cost w/ tax.

Please describe how this item/service will provide and benefit students:

Students can play basketball during P.E and recess.

Promotes teamwork + sportsmanship.

Free shipping w/ Amazon

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Rachel's Amazon.com

Today's Deals

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2

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