

# District Classroom Improvement Funding Proposal

For Academic Year 2020 - 2021

The University of Southern Mississippi  
ITD 645 Group #1, Project #1

A proposal of funding made between the XYZ local school district (“XYZ”, the granting agency) and Bowen, Bubrig, Chitic-Holmes, and Bryan (the grantees). The term of the agreement is for the performance period to run from August 1, 2020 to June 30, 2021. The principal teachers (PT) for the Improvement Funding Proposal are:

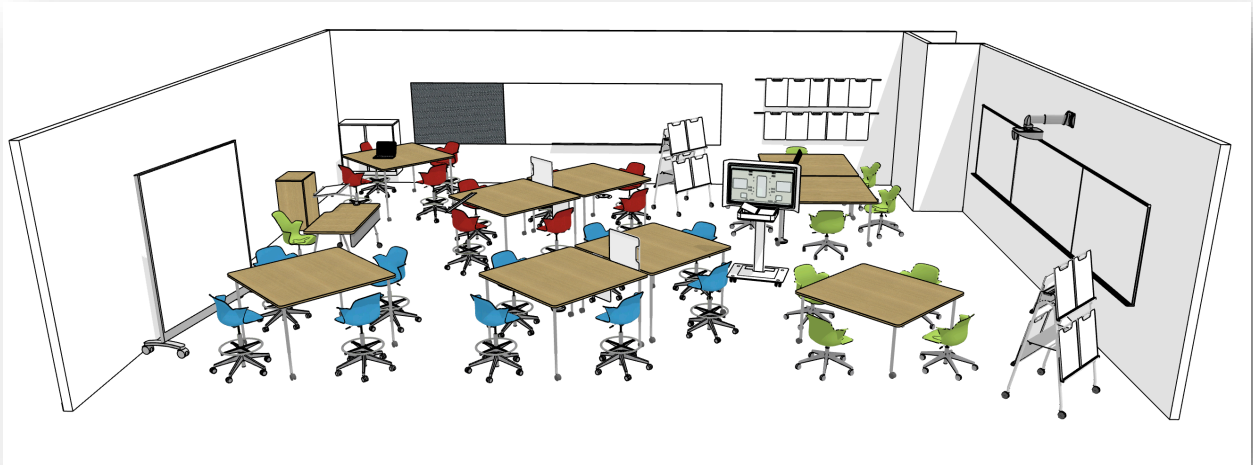
**Ashleigh Bowen**  
**Kathryn Bubrig**  
**Mara Chitic-Holmes**  
**Melanie Bryan**



## Executive Summary

### Abstract

The goal of this funding proposal is to restructure and refocus our current traditional 7th grade English Language Arts classroom into a more modern and diversely accessible learning environment to meet the needs of a variety of learners. To accomplish this goal, we have considered the various learning and cognitive styles along with the multiple intelligences of the classroom. We have also planned, using the equipment and technology tools to be purchased, to accommodate students with disabilities, gifted and talented students, and culturally diverse students. Figure 1 shows a diagram of our ideal classroom layout that includes the tools and equipment that we will be purchasing. The major purchase is the TRU TOUCH TT-6518RS 65" Ultra-HD LED Multi-touch Interactive Display Smartboard. Other items include iPads, laptop computers, individual whiteboards and other items as outlined in the budget section of this proposal. Specifics for how each item will be utilized in the classroom can be found under the learning strategies section. An overall view of the learning plan and the ideal classroom is shown in Figure 2.



**Figure 1. Proposed view of ideal classroom layout including major equipment.**

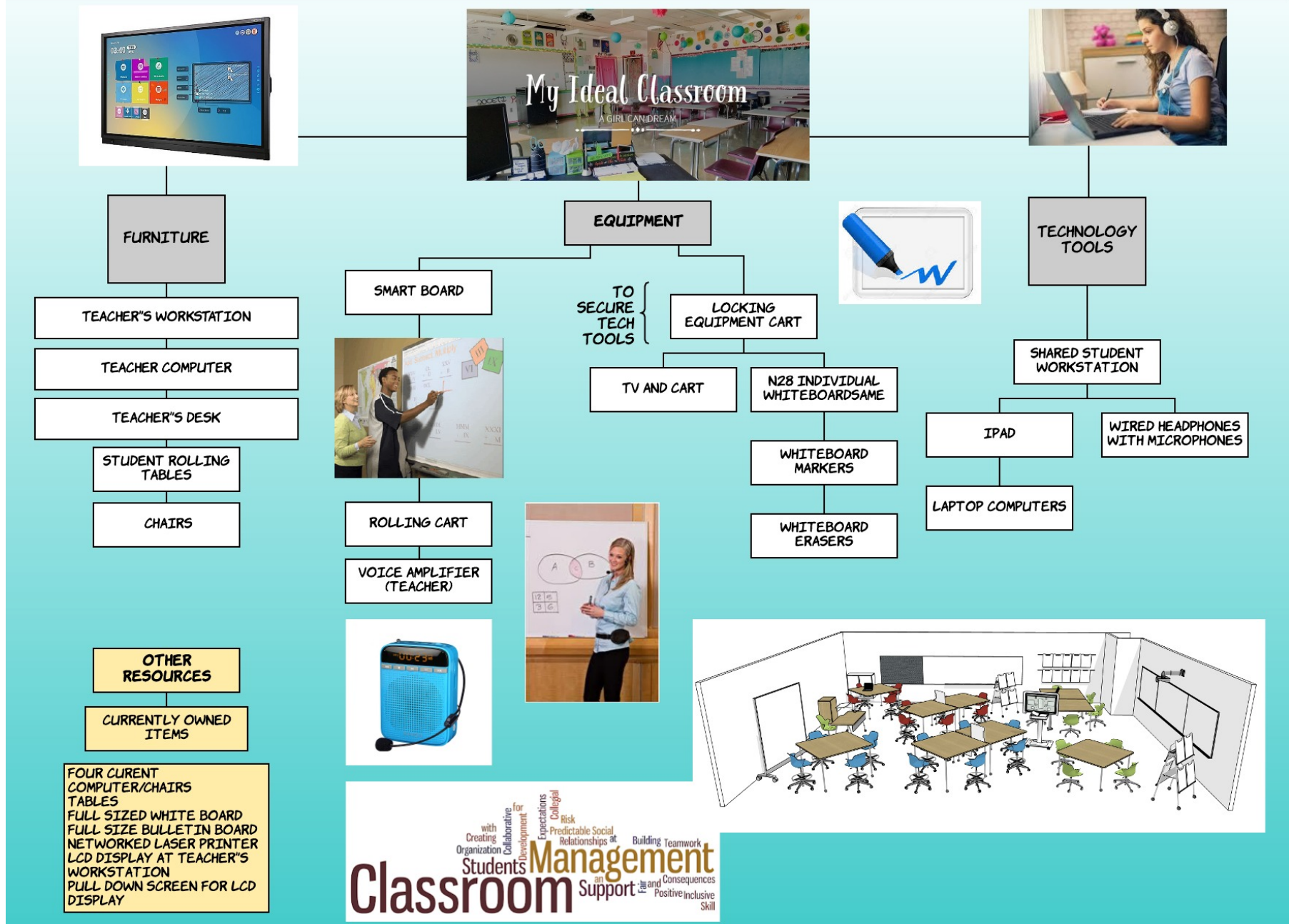


Figure 2. Mind map for the ideal 7<sup>th</sup> grade middle school English Language Arts classroom.

# Instructional Design

## Overall Unit Design

### **Know the Learner**

- The learners who would benefit from this grant are 28 seventh graders in a middle school English Language Arts classroom.
- Using tools provided by the district, the learning styles, cognitive styles, and multiple intelligences will be known in order to quickly adjust instruction. For the purposes of the grant process and based on previous experiences of the teachers, the assumption is that a wide variety of styles and intelligences will be represented in the classroom. It will also be assumed that students with special needs, talented and gifted students, culturally and linguistically diverse students, and students from a variety of socioeconomic backgrounds will be in the class.
- The entry skills are assumed to vary widely as well.

### **Unit Objectives and Standards**

- Students will be able to determine the central/main idea of a text, visual media, or video by verbalizing or writing the main idea of a piece with 85% accuracy. (RI.7.2)
- Students will be able to identify details that support the central/main idea by citing the correct supporting details (text, video, or visual media) with 85% accuracy. (RI.7.1)

### **Teaching and Learning Strategies**

- The prepare for the lesson the terms “central/main idea” and “supporting details” will be reviewed using a game. Using the LCD projector, the teacher will model how to determine the main idea and supporting details in a text along with demonstrating what items are not supporting details and why. Students will work with a partner to determine central/main idea and supporting details in a high-interest text.
- After the concept is covered adequately in text pieces, the teacher will model determining the central/main idea in other media (visual and video). Students will then practice determining the central/main idea of other selected media (visual and video) with a partner.

### ***Teaching Strategies***

- After the term sort game, the teacher will distribute a short passage, read the passage aloud, and then model determining central/main idea and supporting details in the passage and how to determine what is not a supporting detail. Students will be asked to determine additional supporting details in the passage not initially noted by the teacher. The class will discuss whether or not the suggestions are supporting details and why. A chart will be created during this discussion to note the supporting details and the details mentioned that do not support the main idea. Students will then practice with a partner using a high-interest text differentiated by Lexile levels of students.
- Once determining central/main idea and supporting details in a text is adequately modeled and practiced, the teacher will model determining central/main idea in a visual

piece and a video. Students will then practice with a partner. Students will have multiple opportunities to practice the objectives using different forms of media with a partner and independently.

### *Learning Strategies*

- Students will complete a term sort game with a partner using paper manipulatives or an electronic device (iPad, computer).
- Students will follow along (either on paper or an electronic device (iPad, computer)) as the teacher reads the passage that will be used to model determining central/main idea.
- Students will follow along and annotate (using colors, symbols, highlighting, etc.) the passage for central/main idea and supporting details.
- Students will be asked to identify additional details that may or may not support the central/main idea. We will discuss the additional details as a class and walk through determining their relevance.
- Students will create a chart on paper, dry erase board, or their electronic device (iPad, computer) to categorize the details and whether or not they are supporting details.
- Students will then work with a partner to read and annotate an appropriate, high-interest Lexile leveled text to determine the main idea and supporting details. Students may use paper (with highlighters, colored pencils, etc.) or electronic devices (using annotation tools built into Google Docs) to read and annotate the passage with their partner. Each pair will submit a video or written assignment to the teacher explaining their findings. They will also be given the opportunity to share their video or writing with their peers.
- To address central/main ideas in videos and visual presentations, the students will watch a video with a partner on their computer or iPad and use a graphic organizer to take notes on the video topic and details.
- Students will then participate in a class discussion about the video and how they can determine the central/main idea and supporting details and what does not constitute a supporting detail in a video based on what they learned from applying these concepts to text pieces.
- Students will then engage with a visual piece following the same steps as noted to analyze the video with a partner. Students will also participate in a class discussion about the visual piece and its central/main idea and supporting details.
- After class discussions, students will again work with their partner to identify central/main idea and supporting details in a video and a visual piece they select from a list of options provided by the teacher. Each pair will submit a video or written assignment to the teacher explaining their findings. They will also be given the opportunity to share their video or writing with their peers.
- Students will work independently to identify the central/main idea and supporting details in the text, video, and visual media.

### **Materials and Technologies**

Computers, iPads, dry-erase boards and markers, paper, passages for modeling (online and print), passages for partner practice (online and print), annotation tools (highlighters, colored pencils, markers, crayons, etc.), online video resource for students to record their findings (Flipgrid), online document source for students to record their findings (Google Docs), online videos selected by the teacher, online visual presentations selected by the teacher, LCD projector with a connected computer, teacher voice amplifier, mediascape

### **Summative Assessment**

Students will be graded upon the outcome of the main/central idea assignment (video or written submission - student choice) and the assessment noting supporting details.

- If more than three students score than less than 85% on the main/central idea partner assignment, then additional modeling and partner work will occur.
  - If more than three students score than less than 85% on the supporting details partner assignment, then additional modeling and partner work will occur.
  - If more than three students score less than 85% on the independent main/central idea assignment, students will again work with partners and then complete independent work.
  - If more than three students score less than 85% on the independent supporting details assignment, students will again work with partners and then complete independent work.
  - If two of the four evaluations are below acceptable levels according to the unit objectives, then changes will be made to the unit design.
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## Daily Lesson Plan 1

### Main Idea and Supporting Details in Text

#### **Ready the Learner**

Students will be asked to complete a term sort activity to activate prior knowledge regarding the definition of central/main idea and supporting details.

#### **Lesson Objectives**

- Students will be able to determine the central (main) idea of a text, visual media, or video by verbalizing or writing the main idea of a piece with 85% accuracy. (RI.7.2)
- Students will be able to identify details that support the central/main idea by citing the correct supporting details (text, video, or visual media) with 85% accuracy. (RI.7.1)

#### **Lesson Preparation**

##### *Classroom Preparation*

- Tables and chairs need to be placed in pairs. All digital devices should have adequate charge and ready for students to pick up upon entry to the classroom. Printed handouts

and other items noted in the materials and technologies section should be ready for distribution as needed.

### ***Lesson Preparation***

#### **Preorganizer**

- Prepare term sort activity on paper and electronically for students to complete. The terms should already be familiar to students, but expanding them into other formats and being able to identify multiple supporting details is new.

#### **Bridge to Prior Knowledge**

- Discuss the term sort activity as a class and the teacher clarifies any misconceptions noticed during the activity or discussion.

#### **Introduce New Knowledge**

- Explain to students that we will be building on some of what they already know by determining central/main idea in a text but that it will be expanded into more complicated text with more details to cull through to determine the true supporting details.
- Students will follow along while the teacher reads the passage for the day and annotates it for the main idea and supporting details. Students will be asked to identify additional details that may or may not support the central/main idea. We will discuss the additional details as a class and walk through determining their relevance.
- Students will create a chart on paper, dry erase board, or their electronic device (iPad, computer) to categorize the details and whether or not they are supporting details.

#### **Provide Practice**

- Students will work with a partner to read and annotate an appropriate, high-interest Lexile leveled text to determine the main idea and supporting details. Students may use paper (with highlighters, colored pencils, etc.) or electronic devices (using annotation tools built into Google Docs) to read and annotate the passage with their partner. Students can share their work with the teacher and others using the mediascape.

### **Technology/Media Used**

LCD projector and teacher computer

Student computers and iPads

Mediascape

Annotation supplies (highlighters, colored pencils, etc.)

Paper for notetaking (for students who choose to use it)

Printed handouts (for students who choose to use them)

Dry-erase boards and markers

Google Doc ready (online document source for students to record their findings)

Teacher voice amplifier (used during all whole group instruction activities)

### **Methods to Determine Success**

- Formatively assess students as they complete the term sort to determine any teaching adjustments needed prior to introducing the new knowledge.
  - Review the video or written submission of each pair of students to ensure they correctly identify the central/main idea and supporting details.
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## Daily Lesson Plan 2

### Main Idea and Supporting Details in Video and Visual Media

#### **Ready the Learner**

Students will be asked to quickly complete a Think-Pair-Share with their partner to reiterate the concepts of central/main idea and supporting details.

#### **Lesson Objectives**

- Students will be able to determine the central/main idea of text, visual media, or video by verbalizing or writing the main idea of a piece with 85% accuracy. (RI.7.2)
- Students will be able to identify details that support the central/main idea by citing the correct supporting details (text, video, or visual media) with 85% accuracy. (RI.7.1)

#### **Lesson Preparation**

##### *Classroom Preparation*

- Tables and chairs need to be placed in pairs. All digital devices should have adequate charge and ready for students to pick up upon entry to the classroom. Printed handouts and other items noted in the materials and technologies section should be ready for distribution as needed.

##### *Lesson Preparation*

###### Preorganizer

- Prepare to guide students through the Think-Pair-Share in which they discuss the general concepts of central/main idea and supporting details.

###### Bridge to Prior Knowledge

- Discuss the Think-Pair-Share and the teacher clarifies any misconceptions noticed during the partner activity or group discussion. Remind students that they identified the central/main idea and supporting details of text pieces.

###### Introduce New Knowledge

- Explain to students that we will be building on some of what they already know by determining central/main idea and supporting details in a text but that we will be determining these concepts for video and visual media resources.



- To address central/main ideas in videos and visual media presentations, the students will watch a video with a partner on their computer or iPad and use a graphic organizer to take notes on the video topic and details.
- Students will then participate in a class discussion about the video and how they can determine the central/main idea and supporting details and what does not constitute a supporting detail in a video based on what they learned from applying these concepts to text pieces. The teacher will guide the students through the video and clarify any unclear or incorrect information based on discussions.
- Students will then engage with a visual piece following the same steps as noted to analyze the video with a partner. Students will also participate in a class discussion about the visual piece and its central/main idea and supporting details. The teacher will guide the students through the visual piece and clarify any unclear or incorrect information based on discussions.

#### Provide Practice

- After class discussions, students will again work with their partner to identify central/main idea and supporting details in a video and a visual piece they select from a list of options provided by the teacher. Students can share their work with the teacher and others using the mediascape.

#### **Technology/Media Used**

LCD projector and teacher computer

Student computers and iPads

Graphic organizer for video and visual media resources

Group video and visual media resource ready

List of videos and visual media resources for students to choose from for partner work

Flipgrid topic ready (online video resource for students to record their findings)

Google Doc ready (online document source for students to record their findings)

Teacher voice amplifier (used during all whole group instruction activities)

Mediascape

#### **Methods to Determine Success**

- Formatively assess students as they complete the Think-Pair-Share to determine any teaching adjustments needed prior to introducing the new knowledge.
- Review the video or written submission of each pair of students to ensure they correctly identify the central/main idea and supporting details in their chosen video and visual resource.

## Action Plan for Daily Lesson Plan 1

### **TO DO #1: Prepare for the Learners**

- Term Sort: prepare hard copies and place digital version in online classroom
- Model Passage: prepare hard copies and place digital version in online classroom
- Practice Passages: prepare hard copies and place digital versions in online classroom

- Agenda and Supplies: write agenda and supplies students need on the dry-erase board

### **TO DO #2: Prepare the Classroom**

- Ensure that all devices are charged and ready for use
- Ensure that all annotation materials are ready for use
- Ensure that dry erase boards and markers are ready for use
- Ensure that tables and chairs are placed in pairs

### **TO DO #3: Teaching and Learning Strategies**

- Per classroom procedures, students collect materials upon entry to the classroom
- Ensure that LCD projector and computer are up and running to model passage annotation
- Complete a quick check that students have all of the noted supplies

Activity Backup: Students rotate partners for peer tutoring and analysis of new passages.

### **TO DO #4: Personal Prompts**

- What is the definition of the central/main idea?
- What is the definition of a supporting detail?
- How do you know what the central/main idea is in a piece?
- How do you know that a detail supports the central/main idea?
- Why does that detail support it?
- Why doesn't that detail support it?

### **Support Technologies**

- Teacher needs: LCD projector, computer, voice amplifier
- Student needs (varies by student): computers, iPads, annotation supplies, paper, handouts, dry-erase boards and markers, mediascape, access to Google Doc and online classroom

### **Feedback and Follow-up**

- Annotated text - online or printed
- Feedback will be provided via comments and reteaching will occur as needed.

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## **Action Plan for Daily Lesson Plan 2**

### **TO DO #1: Prepare for the Learners**

- Model Video: ensure video is ready in online classroom
- Model Visuals: ensure visual is ready in online classroom
- Practice Video and Visuals: ensure videos and visuals are ready in online classroom
- Agenda and Supplies: write agenda and supplies students need on the dry-erase board
- Graphic Organizers: ensure graphic organizers are available in print and online classroom

- Flipgrid: ensure topic ready for student submissions in Flipgrid

### **TO DO #2: Prepare the Classroom**

- Ensure that all devices are charged and ready for use
- Ensure that additional supplies are available for student use as needed
- Ensure that tables and chairs are placed in pairs

### **TO DO #3: Teaching and Learning Strategies**

- Per classroom procedures, students collect materials upon entry to the classroom
- Ensure that LCD projector and computer are up and running to show video and visuals
- Complete a quick check that students have all of the noted supplies

Activity Backup: Students rotate partners for peer tutoring and analysis of new videos and visuals at varying levels.

### **TO DO #4: Personal Prompts**

- What is the definition of the central/main idea?
- What is the definition of a supporting detail?
- How do you know what the central/main idea is in a video?
- How do you know that the central/main idea is in a visual piece?
- How do you know that a detail supports the central/main idea?
- Why does that detail support it?
- Why doesn't that detail support it?
- How is determining the central/main idea different in a video, visual, and text?

### **Support Technologies**

- Teacher needs: LCD projector, computer, voice amplifier
- Student needs (varies by student): computers, iPads, graphic organizers, mediascape, access to Google Doc, access to the online classroom, access to Flipgrid

### **Feedback and Follow-up**

- Analysis of Video and Visual - online written document or Flipgrid submission
- Feedback will be provided via comments and reteaching will occur as needed.

## Budget

| Item                                  | How Many | \$ Per Item      | Total Cost         |
|---------------------------------------|----------|------------------|--------------------|
| iPads                                 | 7        | \$250            | \$1,750.00         |
| SmartBoard                            | 1        | \$3,254          | \$3,254.00         |
| Rolling Stand for SmartBoard          | 1        | \$1,499.00       | \$1,499.00         |
| Wired Headphone with Microphone       | 28       | \$14.03          | \$392.84           |
| Laptop Computers                      | 21       | \$319            | \$6,699.00         |
| Locking Cabinet to Secure Electronics | 1        | \$569            | \$569.00           |
| Rolling Tables & Student Chairs       | 24       |                  | \$4,348.95         |
| Voice Amplifier for Teacher           | 1        | \$165            | \$165.00           |
| Tv with rolling cart                  | 1        | \$430            | \$430.00           |
| Individual Whiteboards                | 28       | \$3.33           | \$99.99            |
| Dry Erase Markers                     | 150      | 21.99/setof48    | \$65.97            |
| Dry Erase Erasers                     | 50       | \$ 12.99/setof20 | \$38.97            |
|                                       |          | <b>Total</b>     | <b>\$19,681.72</b> |

### Budget Explanation

Diversity in today's classroom and the challenges that provides to teachers can be overwhelming. To make sure that the needs of all students (regardless of ability, learning style, or special needs) are met, the traditional classroom and textbook is often not an ideal learning environment. As teachers, we are tasked with considering the needs of a wide variety of intelligences, learning styles, and cognitive styles. Students with special needs, talented and gifted students, culturally and linguistically diverse students, and students from a variety of socioeconomic backgrounds could all be in the same class.

The overall goal of this funding request is to provide an ideal learning environment for a diverse classroom that supports individual learning needs and challenges while customizing the learning experience to the students.

**Classroom Furniture** – Furniture support is provided for twenty-eight students. Current furniture consists of individual desks with chairs. New furniture will be upgraded to a more mult-functional layout to include:

| Item  | How Many | Total Cost |
|---|----------|------------|
| <a href="#">Rolling Tables</a> to Replace All Desks. (Tables seat 4 students) | 1 Set    | \$4,349    |
| <a href="#">Locking Cabinet to Secure Electronics</a>                         | 2        | \$569      |

**Equipment** – Equipment is provided to enhance the learning environment and present a multi-sensory approach to learning that can accommodate a variety of learning styles and needs. The major item to be purchased and central to our plan to accommodate a diverse student learning environment is the purchase of a Smartboard (Figure 3). We have chosen the NewLine TT-651RS 65” Ultra-HD LED Multi-touch display unit. This unit fulfills the needs of the classroom while being reasonably priced to fit within the budget. The smartboard has intelligent touch (can use a finger, palm or stylus), wireless access, windows, embedded tools and apps, personalized user interface, slim build and a 3 year warranty. Equipment to be purchased includes:

| Item   | How Many | Total Cost |
|--|----------|------------|
| <a href="#">SmartBoard</a>                   | 1        | \$3,254    |
| <a href="#">Rolling Stand for SmartBoard</a> | 1        | \$1,499    |
| <a href="#">Voice Amplifier for Teacher</a>  | 1        | \$165      |
| <a href="#">Individual Whiteboards</a>       | 28       | \$100      |
| <a href="#">Dry Erase Markers</a>            | 150      | \$66       |
| <a href="#">Dry Erase Erasers</a>            | 50       | \$39       |



**Figure 3. NewLine TRUTOUCH TT-6518RS 65” Ultra-HD LED Multi-touch Interactive Display Smartboard.**

**Technology Tools** – Technology tools are provided to assist students of varying skill levels and accommodate different learning styles. This includes students with special learning needs as well as talented and gifted student, and culturally and linguistically diverse students. Tools to be purchased include:

| <b>Item</b>   | <b>How Many</b> | <b>Total Cost</b> |
|---|-----------------|-------------------|
| <a href="#"><u>Ipads</u></a>                            | 7               | \$1,750           |
| <a href="#"><u>Laptop Computers</u></a>                 | 24              | \$6,699           |
| <a href="#"><u>Wired Headphones with Microphone</u></a> | 28              | \$393             |
| <a href="#"><u>58" Samsung TV</u></a>                   | 1               | \$430             |

**Currently Owned Items to be Used (\$0).**

Items to be utilized that are already in the classroom include:

| <b>Item</b>                                      | <b>How Many</b> | <b>Total Cost</b> |
|--|-----------------|-------------------|
| Teacher Workstation                              | 1               | \$0               |
| Four Current Computers and Chairs                | 4               | \$0               |
| Teacher Desk                                     | 1               | \$0               |
| Current Tables                                   | 2               | \$0               |
| Current Chairs                                   | 4               | \$0               |
| Teacher Desk with Chair                          | 1               | \$0               |
| Full Size White Board                            | 1               | \$0               |
| Full Size Bulletin Board                         | 1               | \$0               |
| One networked laser printer                      | 1               | \$0               |
| LCD display connected to the teacher workstation | 1               | \$0               |
| Pull down screen for use with LCD display        | 1               | \$0               |

**Currently Owned Assets to be Retired**

|                           |  |
|---------------------------|--|
| 28 Student Desks          | To be replaced with multi-use/purpose tables |
| 1 Bookcase                | No longer needed                             |
| 1 4-drawer Filing Cabinet | No longer needed                             |

## Resources

### i-Pads

Apple i-Pads with Wi-Fi - 32GB - Space Gray

[https://www.bestbuy.com/site/apple-ipad-latest-model-with-wi-fi-32gb-space-gray/5985609.p?skuld=5985609&ref=212&loc=1&extStoreId=661&ref=212&loc=1&ds\\_rl=1262659&gclid=CjwKCAjwltH3BRB6EiwAhj0IUf9VvXpPv27bdgP\\_ZJP9OjnKJWJuCK7JWsJCoCQ70izEb1MyNvZ1BoCsXQQA vD\\_BwE&gclsrc=aw.ds](https://www.bestbuy.com/site/apple-ipad-latest-model-with-wi-fi-32gb-space-gray/5985609.p?skuld=5985609&ref=212&loc=1&extStoreId=661&ref=212&loc=1&ds_rl=1262659&gclid=CjwKCAjwltH3BRB6EiwAhj0IUf9VvXpPv27bdgP_ZJP9OjnKJWJuCK7JWsJCoCQ70izEb1MyNvZ1BoCsXQQA vD_BwE&gclsrc=aw.ds)

### Smart Board

TRU TOUCH 650RS Ultra-HD LED Multi-touch Display

[https://www.touchboards.com/newline-tt-6518rs/?Source=googleshopping&gclid=CjwKCAjwltH3BRB6EiwAhj0IUGkgjkdMoPGKkHOrBukXWakq5oDTwTkIRmf\\_zl4sH9wB8nYNQJI70hoC7K4QAvD\\_BwE](https://www.touchboards.com/newline-tt-6518rs/?Source=googleshopping&gclid=CjwKCAjwltH3BRB6EiwAhj0IUGkgjkdMoPGKkHOrBukXWakq5oDTwTkIRmf_zl4sH9wB8nYNQJI70hoC7K4QAvD_BwE)

### Rolling Stand for Smart Board

Master Vision BI350420 Mobile Interactive Board Stand with Projector Arm

[https://www.webstaurantstore.com/mastervision-bi350420-mobile-interactive-board-stand-with-projector-arm/570BI350420.html?utm\\_source=google&utm\\_medium=organic&utm\\_campaign=GoogleShopping&gclid=CjwKCAjwltH3BRB6EiwAhj0IUMBZ4bTKgMhK98qdNXB8kdeliZaq1uKx7eRTCV8rqlrE0iRb2tiQlXoC9vUQA vD\\_BwE](https://www.webstaurantstore.com/mastervision-bi350420-mobile-interactive-board-stand-with-projector-arm/570BI350420.html?utm_source=google&utm_medium=organic&utm_campaign=GoogleShopping&gclid=CjwKCAjwltH3BRB6EiwAhj0IUMBZ4bTKgMhK98qdNXB8kdeliZaq1uKx7eRTCV8rqlrE0iRb2tiQlXoC9vUQA vD_BwE)

### Wired Headphone with Microphone & Adapters

Stereo School Headphone w/ Boom Mic & Mobile-Ready 3.5mm Adapter

[https://www.schooloutfitters.com/catalog/product\\_info/pfam\\_id/PFAM55040/products\\_id/PRO73734](https://www.schooloutfitters.com/catalog/product_info/pfam_id/PFAM55040/products_id/PRO73734)

### Laptop Computers

HP - 2-in-1 14" Touch-Screen Chromebook - Intel Celeron - 4GB Memory - 32GB eMMC Flash Memory

<https://www.bestbuy.com/site/hp-2-in-1-14-touch-screen-chromebook-intel-celeron-4gb-memory-32gb-emmc-flash-memory-ceramic-white/6367729.p?skuld=6367729>

### Locking Cabinet to Secure Electronics

Global Industrial™ 32-Device Charging Cart for Chromebooks and Tablets

[https://www.globalindustrial.com/p/office/computer-furniture/laptop-storage-charging/32-device-charging-cart?infoParam.campaignId=T9F&gclid=CjwKCAjwltH3BRB6EiwAhj0IUDqGimpdmpgclQUo0b5bVOgZ2qWNNaRE2HhHw0tDUbRVtWX5UOYsxxoCl\\_gQA vD\\_BwE](https://www.globalindustrial.com/p/office/computer-furniture/laptop-storage-charging/32-device-charging-cart?infoParam.campaignId=T9F&gclid=CjwKCAjwltH3BRB6EiwAhj0IUDqGimpdmpgclQUo0b5bVOgZ2qWNNaRE2HhHw0tDUbRVtWX5UOYsxxoCl_gQA vD_BwE)

### Rolling Tables & Student Chairs

Classroom Set- 24 Apex Single Student Chevron Desks & 24 Gray Frame Stack Chairs

<https://www.worthingtondirect.com/tables/38892-gy-classroom-set-24-apex-single-student-chevron-dry-erase-desks-24-gray-frame-stack-chairs-18.htm>

## Voice Amplifier for Teacher

GIGAPHONE G100 Portable Voice Amplifier [30W] with Microphone

[https://www.amazon.com/gp/product/B07P1Z6NMX/ref=as\\_li\\_qf\\_asin\\_il\\_tl?imprToken=DE9v ahv9XFJQvKzOwCPHxQ&slotNum=1&ie=UTF8&tag=mtc-voice-amplifiers-20&creative=9325&linkCode=w61&creativeASIN=B07P1Z6NMX&linkId=38753f586565562b8795cad83185541f](https://www.amazon.com/gp/product/B07P1Z6NMX/ref=as_li_qf_asin_il_tl?imprToken=DE9v ahv9XFJQvKzOwCPHxQ&slotNum=1&ie=UTF8&tag=mtc-voice-amplifiers-20&creative=9325&linkCode=w61&creativeASIN=B07P1Z6NMX&linkId=38753f586565562b8795cad83185541f)

## Mobile Flat Panel Stand

Mobile Flat Panel Stand

[https://www.schooloutfitters.com/catalog/product\\_info/pfam\\_id/PFAM10009/products\\_id/PRO25374](https://www.schooloutfitters.com/catalog/product_info/pfam_id/PFAM10009/products_id/PRO25374)

## Samsung TV

Samsung - 58" 7 Series - 4K UHD TV - Smart - LED - with HDR

<https://www.bestbuy.com/site/samsung-58-7-series-4k-uhd-tv-smart-led-with-hdr/6401726.p?skuld=6401726>

## Individual whiteboards

Magnetic Student Dry-Erase Whiteboard

[https://www.teachersdiscovery.com/product/15235/misc-7?r=googleshopping#minicart\\_a](https://www.teachersdiscovery.com/product/15235/misc-7?r=googleshopping#minicart_a)

## Dry erase markers

Colorations® Dry Erase Markers, Bullet Tip - Set of 48

[https://www.discountsschoolsupply.com/arts-crafts/crayons-markers-chalk/markers-dabber-markers/colorations-dry-erase-markers-bullet-tip---set-of-48/p/41611?es=237530000ESC&gclid=CjwKCAjwltH3BRB6EiwAhj0IUMKTHMqBcAj6F-WC\\_7IVFj7HSfnie3\\_DzTn0GSNhSuQqVc\\_JEo48pRoCShcQAvD\\_BwE#](https://www.discountsschoolsupply.com/arts-crafts/crayons-markers-chalk/markers-dabber-markers/colorations-dry-erase-markers-bullet-tip---set-of-48/p/41611?es=237530000ESC&gclid=CjwKCAjwltH3BRB6EiwAhj0IUMKTHMqBcAj6F-WC_7IVFj7HSfnie3_DzTn0GSNhSuQqVc_JEo48pRoCShcQAvD_BwE#)

## Dry erase erasers

Colorations® Dual Use Dry Erase/Chalkboard Eraser - Set of 10

<https://www.discountsschoolsupply.com/arts-crafts/crayons-markers-chalk/chalk-chalk-pastels/colorations-dual-use-dry-erase-chalkboard-eraser---set-of-10/p/22000>