

A Voyage to Our Home Land



Submitted By:

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Grade: 3 and Kindergarten

Grade Level and Subject Area

- Mrs. Barquin's 3rd Grade Class
- Mrs. Garcia's Kindergarten Class
- Social Studies

Curriculum Objective

The students will learn about their native countries and also about other countries that their classmates are from. After researching through the Internet and gathering information from family members they will then share their information with others about their countries. The students will display class projects and perform a show for the students, parents and faculty of the school. They will demonstrate and provide information on their culture, customs, foods, music and traditions about their native homelands.

Technology Objectives

Students will be able to:

- Use Microsoft Word Tools
- Use the Internet Explorer to research information
- Use website www.enchantedlearning.com
- Use Microsoft Front Page

Lesson Plan One: Create A Graph

Objective:

- Students in the Kindergarten and Third grade class will be grouped according to their native country to create a graph.

Time:

- Two 40 minute periods

Materials:

- Poster board
- Computer use Microsoft Word
- Names and Countries labels
- Markers

Procedure:

- The teachers ask students to tell them what countries their parents are from. Students respond and are grouped with other students that are from the same country.
- Everyone is counted. Results will be graphed with flags and students names
- Third grade students type the countries and everyone types their names on Microsoft Word.

Assessment:

- Students will type and place names on poster board showing where they are from.

Lesson Plan Two: Countries, Flags and Facts

Objectives:

- Students will be able to research their flag and country by using the Internet.

Time:

- Three 40 minute periods

Materials:

- Computer Lab for Internet Access

Procedure:

- Teachers will group the students into small groups to research their country.
- Third graders will use the website “enchanted learning” to find their country.
- The Kindergarten students will look along with the 3rd graders as they show pictures of country and flag.
- Third graders will read the information they find to the Kindergarten students.

Assessment:

- Students will be able to identify their flags and name a fact about their country.

Lesson Plan Three: Flags

Objective:

- The third grader students will be able to create a worksheet containing flags for the kindergarten students to color.

Time:

- Two 40 minute periods

Materials:

- Computer
- Microsoft Word Tools, Clip Art, Cut and Paste
- Internet Explorer

Procedures:

- The third grade students will use Microsoft tools such as Clip Art, Cut and Paste and information from the internet to copy flags into a worksheet for their Kindergarten buddy to color.
- Students will type in the countries to match the flags.
- Provide a color copy of flags for Kindergarten students to use for reference and then use it for the graph chart.

Assessment:

- The third grade students were able to copy flags on a worksheet so they can be colored.

Lesson Plan Four: Flags and Puppets

Objective:

- The Kindergarten students will be able to color their native flags and make puppets of themselves.

Time:

- Two 40 minute periods

Materials:

- Worksheet given by the third graders of the flags
- Puppets of themselves to color and decorate
- Crayons

Procedures:

- Kindergarten students will recall colors of the flags and other characteristics and will color flag worksheet.
- Have paper puppet that students can decorate and color to create clothes that look like they are from their native countries.
- Places all work together to create a big poster.

Assessment:

- The Kindergarten students colored their native flag with the appropriate colors.

Lesson Plan Five: Native Country Facts

Objective:

- Students will research and recall facts about their native countries.

Time:

- One week
- Homework Assignment

Materials:

- Internet access (websites add to favorites)
- Family involvement
- Microsoft Front Page
- Microsoft Word Tools Clip Art

Procedures:

- The third graders will use the internet to research and gather information about their countries.
- Third graders will type in Microsoft Word all the facts they found at home and through the internet.
- Kindergarten students will look and listen as third graders read their web search.
- Third graders save website on “favorites”.
- Kindergarten learn how to click on favorites to locate third graders website.
- All the students will ask parents to tell them about their native countries.
- Third grade class will use Microsoft Front Page to view facts they found.
- Third graders will use Clip Art to enhance their Home Country Page.

Assessment:

- Students will recall information they learned and share it with the class.

Lesson Plan Six: Native Foods

Objective:

- The students will research native dishes of their countries at home and on the internet.

Time:

- One week
- Homework: Bring in recipes

Materials:

- Construction Paper
- Glue and scissors
- Home involvement
- Microsoft Word Tools Clip Art, Cut and Paste

Procedures:

- Students will ask parents what are some traditional foods prepared and eaten in their countries.
- Students will use Microsoft Word to type in the name of the dishes.
- Students will visit the internet site www.whats4eats.com
- Students will print what they have researched and typed to create a Class Recipe Book.

Assessment:

- Create a Recipe Book

Lesson Plan Seven: Animals

Objective:

- Students will research animals from their native country and recall important facts about them.

Time:

- Two 40 minute periods

Materials:

- Microsoft Word Tools Clip Art, Copy and Paste
- Internet Explorer
- Microsoft Word Tools, Font Tools

Procedures:

- Research facts about countries on Internet Explorer website www.enchantedlearning.com
- Pick an animal found in native country
- Copy and Paste it onto Word
- Use Font tools to type animal's origin and name in word.
- Print picture and animal's name.
- Add to class worksheet.
- Present to class (K & 3) researched animal.

Assessment:

- Class worksheet
- Kindergarten recalling of information and being able to complete matching worksheet.
- Animal presentation.

Lesson Plan Eight: Passport

Objective:

- Students will use the internet to research information on their native country.

Time:

- Four periods during a week

Material:

- Microsoft Word Tools Clip Art, Cut, Copy and Paste.
- Internet Explorer website www.enchantedlearning.com
- Print
- Construction Paper
- Pencils, crayons and glue

Procedures:

- Students will use Microsoft Word Tools Clip Art to copy, cut and paste to create a worksheet that will represent their passports.
- Students will use the website enchanted learning to research information about the countries they visit.
- Worksheet will be printed and the students will use construction paper, crayons and glue to decorated and assemble their passports.

Assessment:

- Passport Project

Lesson Nine: Show

Objective:

- Students in the kindergarten and third grade class will perform a show that includes costumes, songs, rhymes, dance, pictures and facts about their native countries.

Time:

- Students will practice one period a day every day for four weeks.

Materials:

- Native clothes and props
- Stage decorations
- Script of play
- Music
- Computer
- Slide presentation

Procedures:

- Students will bring to school clothes from their native countries.
- Students will practice their songs, rhymes, or dance.
- Use computer to play audio CD of songs and slide show.

Evaluation:

- Students will perform a show for the school and parents.

NJCCC Standards

Social Studies:

- (K-2.6.1.A.3) Identify sources of information on local, national, and international events.
- (K-2.6.2.E.2) Identify traditions and celebration of various cultures.
- (K-2.6.2.E.3) Participate in activities such as dance, song, games that represent various cultures.
- (K-2.6.4.A.1) Recognize change and continuity in their lives.
- (K-2.6.4.A.2) Describe their family history through two generations.
- (K-2.6.4.A.4) Tell about their family heritage using stories, songs, and drawings.
- (K-2.6.6.B.2) Describe the physical and human characteristics of places.
- (3-4.6.1.A.3) Locate sources for the same information.
- (3-4.6.2.E.1) Explain that the world is divided into many nations consisting of territory and people, with their own government, language, customs, and laws.
- (3-4.6.2.E.6) Explain why it is important to understand diverse people, ideas, and cultures.
- (3-4.6.2.E.7) Explain that even within a culture, diversity may be affected by race, religion, or class.
- (3-4.6.2.E.8) Identify aspects of culture and heritage presented in literature, art, music, sport, or the media.
- (3-4.6.2.E.9) Examine common and diverse traits of other cultures and compare to their own culture.
- (3-4.6.2.E.10) Use technology to learn about students and their families in other countries through classroom links, email, and internet research.
- (3-4.6.4.A.1) Discuss how families long ago expressed and transmitted their beliefs and values through oral tradition, literature, song, celebrations.

Language Arts:

- (K.3.1.F.1) Continue to develop a vocabulary through meaningful, concrete experiences.
- (K.3.3.A.2) Participate in conversations with peers and adults.
- (K.3.3.B.2) Use oral language to extend learning.
- (K.3.3.D.2) Begin to use social conventions of language.
- (K.3.5.B.2) Show understanding of purpose for pictures in books.
- (3.3.1.A.1) Recognize that printed materials provide specific information.
- (3.3.1.H.1) Use library classification systems, print or electronic, to locate information.
- (3.3.1.H.2) Draw conclusions from information and data gathered.
- (3.3.2.A.1) Generate possible ideas for writing through recalling experiences, listening to stories, reading, brainstorming, and discussion.
- (3.3.3.B.2) Contribute information, ideas, and experiences to classroom inquiry.
- (3.3.3.E.3) Use pictures and context clues to assist with decoding of new words.
- (3.3.1.E.4) Develop and use graphic organizers to build on experiences and extend learning.
- (3.3.1.F.5) Use pictures and context clues to assist with meaning of new words.
- (3.3.2.A.11) Use computer word-processing applications during parts of the writing process.
- (3.3.2.B.1) Write a descriptive piece, such as a description of a person, place, or object.
- (3.3.2.B.4) Present and discuss writing with other students.
- (3.3.2.D.1) Write for a variety of purposes and audiences.
- (3.3.2.D.4) Write to express thoughts and ideas, to share experiences, and to communicate socially.
- (3.3.3.A.2) Stay focused on topic.
- (3.3.3.C.3) Use new vocabulary and figurative language learned from literature and classroom experiences.
- (3.3.3.D.1) Use pictures to support an oral presentation.

- (3.3.4.A.2) Exchange information through verbal and nonverbal messages.
- (3.3.4.B.1) Follow two-and three-step directions.
- (3.3.5.A.1) Begin to demonstrate an awareness of different media forms and how they contribute to communication.
- (3.3.5.B.2) Begin to explore and interpret messages found in advertisements and other texts.

Technological Literacy:

- (K-4.8.1.A.1) Use basic technology vocabulary.
- (K-4.8.1.A.3) Input and access text and data, using appropriate keyboarding techniques or other input devices.
- (K-4.8.1.A.4) Produce a simple finished document using word processing software.
- (K-4.8.1.A.6) Create and present a multimedia presentation using appropriate software.
- (K-4.8.1.A.7) Create and maintain files and folders.
- (K-4.8.1.A.9) Use basic computer icons.
- (K-4.8.1.B.2.c) Social Aspects Recognize and practice responsible social and ethical behaviors when using technology, understanding the consequences of inappropriate use including: On-line library resources.
- (K-4.8.1.B.2.d) Social Aspects Social Aspects Recognize and practice responsible social and ethical behaviors when using technology, understanding the consequences of inappropriate use including: Personal security and safety issues.
- (K-4.8.1.B.3) Social Aspects Practice appropriate Internet etiquette.
- (K-4.8.1.B.5) Information Access and research. Recognize the need for accessing and using information.
- (K-4.8.1.B.6) Information Access and research. Identify and use web browsers, search engines, and directories to obtain information to solve real world problems.
- (K-4.8.1.B.7) Information Access and research. Locate specific information by searching a database.

Science:

- (K-2.5.5.B.1) Recognize that different types of plants and animals live in different parts of the world.
- (K-2.5.10.A.1) Associate organisms' basic needs with how they meet those needs within their surroundings.

Visual and Performing Arts:

- (K-2.1.1.A.3) Interpret basic elements of style in dance, music, theater, visual art as the foundation for creative project.
- (K-2.1.2.C.3) Employ theatrical elements to create and express stories in various cultural settings.
- (K-2.1.2.C.4) Show different uses of and approaches to theater can communicate experiences.
- (K-2.1.2.D.1) Create works of art using the basic elements of color, line, shape, form, texture, and space for a variety of subjects and basic media.
- (K-2.1.2.D.3) Present complete works of art in exhibition areas inside and outside the classroom.
- (K-2.1.5.A.1) Recognize works of arts from diverse cultures.
- (K-2.1.5.B.1) Identify family and community as themes in art.
- (3-4.1.1.A.1) Compose simple works of art in response to stylized characteristics observed in the dance, music, theater, and visual art of various cultures and time periods.
- (3-4.1.1.B.1) Apply basic domain-specific arts language to communicate personal responses to dance, theater, music, and visual art.
- (3-4.1.2.A.4) Utilize arts media and technology in the creation and/or performance of short phrases and compositions.
- (3-4.1.2.B.4) Modify elements of music within a piece to create different expressive ideas.
- (3-4.1.2.C.3) Assume the roles of theater participants, and collaborate to enact classroom dramatizations using available

materials that suggest scenery, properties, sound, costumes, and makeup.

- (3-4.1.2.C.4) Project an understanding of the intent of dialogue by performing from a script.
- (3-4.1.1.B.2) Compare and contrast works of art that communicate significant cultural meanings.
- (3-4.1.2.D.2) Explore the use of paint, clay, charcoal, pastels, colored pencils, markers, and printing inks and select appropriate tools in the production of works of art.
- (3-4.1.2D.3) Generate works of art based on selected themes.
- (3-4.1.3.A.2) Differentiate basic compositional structures in choreography.
- (3-4.1.3.B.2) Identify and categorize sound sources by common traits.
- (3-4.1.3.C.2) Examine the basic structural characteristics of the well-made play.
- (3-4.1.4.B.3) Recognize the main subject or theme in a work of art.
- (3-4.1.5.A.1) Identify works of art from various historical periods and diverse cultures.
- (3-4.1.5.B.1) Describe the general characteristics of artworks from various historical periods and world cultures.

Animal Facts Rubric

CATEGORY	4	3	2	1
Organization	Information is very organized with well-constructed paragraphs and subheadings.	Information is organized with well-constructed paragraphs.	Information is organized, but paragraphs are not well-constructed.	The information appears to be disorganized. 8)
Amount of Information	All topics are addressed and all questions answered with at least 2 sentences about each.	All topics are addressed and most questions answered with at least 2 sentences about each.	All topics are addressed, and most questions answered with 1 sentence about each.	One or more topics were not addressed.
Quality of Information	Information clearly relates to the main topic. It includes several supporting details and/or examples.	Information clearly relates to the main topic. It provides 1-2 supporting details and/or examples.	Information clearly relates to the main topic. No details and/or examples are given.	Information has little or nothing to do with the main topic.
Sources	All sources (information and graphics) are accurately documented in the desired format.	All sources (information and graphics) are accurately documented, but a few are not in the desired format.	All sources (information and graphics) are accurately documented, but many are not in the desired format.	Some sources are not accurately documented.
Notes	Notes are recorded and organized in an extremely neat and orderly fashion.	Notes are recorded legibly and are somewhat organized.	Notes are recorded.	Notes are recorded only with peer/teacher assistance and reminders.
Internet Use	Successfully uses suggested internet links to find information and navigates within these sites easily without assistance.	Usually able to use suggested internet links to find information and navigates within these sites easily without assistance.	Occasionally able to use suggested internet links to find information and navigates within these sites easily without assistance.	Needs assistance or supervision to use suggested internet links and/or to navigate within these sites.
Internet Use	Successfully uses suggested internet links to find information and navigates within these sites easily without assistance.	Usually able to use suggested internet links to find information and navigates within these sites easily without assistance.	Occasionally able to use suggested internet links to find information and navigates within these sites easily without	Needs assistance or supervision to use suggested internet links and/or to navigate within these sites.

Country Flags and Facts Rubric

CATEGORY	4	3	2	1
Internet Use	Successfully uses suggested internet links to find information and navigates within these sites easily without assistance.	Usually able to use suggested internet links to find information and navigates within these sites easily without assistance.	Occasionally able to use suggested internet links to find information and navigates within these sites easily without assistance.	Needs assistance or supervision to use suggested internet links and/or to navigate within these sites.
Amount of Information	All topics are addressed and all questions answered with at least 2 sentences about each.	All topics are addressed and most questions answered with at least 2 sentences about each.	All topics are addressed, and most questions answered with 1 sentence about each.	One or more topics were not addressed.
Quality of Information	Information clearly relates to the main topic. It includes several supporting details and/or examples.	Information clearly relates to the main topic. It provides 1-2 supporting details and/or examples.	Information clearly relates to the main topic. No details and/or examples are given.	Information has little or nothing to do with the main topic.
Diagrams & Illustrations	Diagrams and illustrations are neat, accurate and add to the reader's understanding of the topic.	Diagrams and illustrations are accurate and add to the reader's understanding of the topic.	Diagrams and illustrations are neat and accurate and sometimes add to the reader's understanding of the topic.	Diagrams and illustrations are not accurate OR do not add to the reader's understanding of the topic.

6.1 Trait Writing Rubric: Native Foods & Recipes

CATEGORY	4	3	2	1
Sources (Content)	All sources used for quotes and facts are credible and cited correctly.	All sources used for quotes and facts are credible and most are cited correctly.	Most sources used for quotes and facts are credible and cited correctly.	Many sources used for quotes and facts are less than credible (suspect) and/or are not cited correctly.
Grammar & Spelling (Conventions)	Writer makes no errors in grammar or spelling that distract the reader from the content.	Writer makes 1-2 errors in grammar or spelling that distract the reader from the content.	Writer makes 3-4 errors in grammar or spelling that distract the reader from the content.	Writer makes more than 4 errors in grammar or spelling that distract the reader from the content.
Penmanship (Conventions)	Paper is neatly written or typed with no distracting corrections.	Paper is neatly written or typed with 1 or 2 distracting corrections (e.g., dark cross-outs; bumpy white-out, words written over).	The writing is generally readable, but the reader has to exert quite a bit of effort to figure out some of the words.	Many words are unreadable OR there are several distracting corrections.
Capitalization & Punctuation (Conventions)	Writer makes no errors in capitalization or punctuation, so the paper is exceptionally easy to read.	Writer makes 1 or 2 errors in capitalization or punctuation, but the paper is still easy to read.	Writer makes a few errors in capitalization and/or punctuation that catch the reader's attention and interrupt the flow.	Writer makes several errors in capitalization and/or punctuation that catch the reader's attention and greatly interrupt the flow.
Word Choice	Writer uses vivid words and phrases that linger or draw pictures in the reader's mind, and the choice and placement of the words seems accurate, natural and not forced.	Writer uses vivid words and phrases that linger or draw pictures in the reader's mind, but occasionally the words are used inaccurately or seem overdone.	Writer uses words that communicate clearly, but the writing lacks variety, punch or flair.	Writer uses a limited vocabulary that does not communicate strongly or capture the reader's interest. Jargon or cliches may be present and detract from the meaning.
Accuracy of Facts (Content)	All supportive facts are reported accurately.	Almost all supportive facts are reported accurately.	Most supportive facts are reported accurately.	NO facts are reported OR most are inaccurately reported.
Focus on Topic (Content)	There is one clear, well-focused topic. Main idea stands out and is supported by detailed information.	Main idea is clear but the supporting information is general.	Main idea is somewhat clear but there is a need for more supporting information.	The main idea is not clear. There is a seemingly random collection of information.

Creating a Painting Rubric

CATEGORY	4	3	2	1
Color Choices	Choice and application of color shows an advanced knowledge of color relationships. Color choice enhances the idea being expressed.	Choice and application of color shows knowledge of color relationships. Colors are appropriate for the idea being expressed.	Choice and application of color shows knowledge of color relationships. Colors are, however, NOT appropriate for the idea being expressed.	Student needs to work on learning color relationships and using that knowledge in his/her work.
Painting Skill	Application of paint is preplanned and done in a a logical, sequential manner.	Paint is applied in a careful, logical manner. Colors remain sharp and texture is evident.	Control is somewhat lacking. A few drips, ragged edges and failure of certain areas of pattern/texture may be evident.	Student needs to work on controlling paint and preplanning paint application. Muddy colors, ragged edges, lack of texture, drips and/or blobs are evident throughout the painting.
Use of materials	Student typically keeps painting materials and area clean and protected without reminders. The student shows great respect for the materials and his fellow students.	Student typically adequately cleans materials and work area at the end of the session without reminder, but the area may be messy during the work session. Student shows respect for materials and fellow students.	Student adequately cleans and takes care of materials if reminded. Occasional spills and messy work area may be seen. Shows some respect for materials and fellow students.	Student deliberately misuses materials AND/OR does not adequately clean materials or area when reminded. Shows little respect for materials or fellow students.
Time/Effort	Class time was used wisely. Much time and effort went into the planning and design of the mask. It is clear the student worked at home as well as at school.	Class time was used wisely. Student could have put in more time and effort at home.	Class time was not always used wisely, but student did do some additional work at home.	Class time was not used wisely and the student put in no additional effort.
Drawing	Drawing is expressive and detailed. Shapes, patterns, shading and/or texture are used to add interest to the painting. Student has great control and is able to experiment a little.	Drawing is expressive and somewhat detailed. Little use has been made of pattern, shading, or texture. Student has basics, but had not "branched" out.	Drawing has few details. It is primarily representational with very little use of pattern, shading or texture. Student needs to improve control.	The drawing lacks almost all detail OR it is unclear what the drawing is intended to be. Student needs to work on control.
Creativity	Student has taken the technique being studied and applied it in a way that is totally his/her own. The student's personality/voice comes through.	Student has taken the technique being studied and has used source material as a starting place. The student's personality comes through in parts of the painting.	Student has copied some painting from the source material. There is little evidence of creativity, but the student has done the assignment.	Student has not made much attempt to meet the requirements of the assignment.

Research Report: Passport Rubric

CATEGORY	4	3	2	1
Organization	Information is very organized with well-constructed paragraphs and subheadings.	Information is organized with well-constructed paragraphs.	Information is organized, but paragraphs are not well-constructed.	The information appears to be disorganized. 8)
Amount of Information	All topics are addressed and all questions answered with at least 2 sentences about each.	All topics are addressed and most questions answered with at least 2 sentences about each.	All topics are addressed, and most questions answered with 1 sentence about each.	One or more topics were not addressed.
Quality of Information	Information clearly relates to the main topic. It includes several supporting details and/or examples.	Information clearly relates to the main topic. It provides 1-2 supporting details and/or examples.	Information clearly relates to the main topic. No details and/or examples are given.	Information has little or nothing to do with the main topic.
Sources	All sources (information and graphics) are accurately documented in the desired format.	All sources (information and graphics) are accurately documented, but a few are not in the desired format.	All sources (information and graphics) are accurately documented, but many are not in the desired format.	Some sources are not accurately documented.
Mechanics	No grammatical, spelling or punctuation errors.	Almost no grammatical, spelling or punctuation errors	A few grammatical, spelling, or punctuation errors.	Many grammatical, spelling, or punctuation errors.
Internet Use	Successfully uses suggested internet links to find information and navigates within these sites easily without assistance.	Usually able to use suggested internet links to find information and navigates within these sites easily without assistance.	Occasionally able to use suggested internet links to find information and navigates within these sites easily without assistance.	Needs assistance or supervision to use suggested internet links and/or to navigate within these sites.
Diagrams & Illustrations	Diagrams and illustrations are neat, accurate and add to the reader's understanding of the topic.	Diagrams and illustrations are accurate and add to the reader's understanding of the topic.	Diagrams and illustrations are neat and accurate and sometimes add to the reader's understanding of the topic.	Diagrams and illustrations are not accurate OR do not add to the reader's understanding of the topic.

Graphing Our Countries Rubric

CATEGORY	4	3	2	1
Neatness and Attractiveness	Exceptionally well designed, neat, and attractive. Colors that go well together are used to make the graph more readable. A ruler and graph paper (or graphing computer program) are used.	Neat and relatively attractive. A ruler and graph paper (or graphing computer program) are used to make the graph more readable.	Lines are neatly drawn but the graph appears quite plain.	Appears messy and "thrown together" in a hurry. Lines are visibly crooked.
Units	All units are described (in a key or with labels) and are appropriately sized for the data set.	Most units are described (in a key or with labels) and are appropriately sized for the data set.	All units are described (in a key or with labels) but are not appropriately sized for the data set.	Units are neither described NOR appropriately sized for the data set.
Type of Graph Chosen	Graph fits the data well and makes it easy to interpret.	Graph is adequate and does not distort the data, but interpretation of the data is somewhat difficult.	Graph distorts the data somewhat and interpretation of the data is somewhat difficult.	Graph seriously distorts the data making interpretation almost impossible.
Title	Title is creative and clearly relates to the problem being graphed (includes dependent and independent variable). It is printed at the top of the graph.	Title clearly relates to the problem being graphed (includes dependent and independent variable) and is printed at the top of the graph.	A title is present at the top of the graph.	A title is not present.
Data Table	Data in the table is well organized, accurate, and easy to read.	Data in the table is organized, accurate, and easy to read.	Data in the table is accurate and easy to read.	Data in the table is not accurate and/or cannot be read.

Self Evaluation

After completing the project I realized I have learned so much. Throughout my journey in this project I have gained more confidence in working with new computer programs. Although I already had some computer skills, I have mastered many technological areas that I never imagined. In addition, this project has helped me gain more insight in my students' backgrounds. In turn, they have been able to open up to me and share their family traditions and experiences. This has truly been a wonderful journey of learning for both the teacher and the students.

Vienna Barquin

Third Grade

Self Evaluation

At the beginning of the project I felt a little insecure about my computer skills. As I began attending the workshops and doing my project I became more secure of my skills and knowledge about technology. This experience has helped me with computers and also it provided me with different ways I could get my students involved in a more fun and creative atmosphere.

Leonor Garcia

Kindergarten Bilingual