

Capstone Log

Instructional Technology Department

Candidate: Rebekah Yoder	Mentor/Title: Teri Curlew/LSTC	School/District: Alcova Elementary/Gwinnett
Capstone Title: Using Web 2.0 Tools to Support ELL Students in the Elementary Classroom		

Date	Activity/Amount of Time (Please total the time after the last entry.)	PSC/ISTE Standards
Dec. 14, 2015	Met with administration about capstone idea – 1 hour	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.6, 4.3, 6.1, 6.2, 6.3 1a, 1b, 1c, 1d, 2a, 2b, 2c, 2d, 2e, 2f, 2g, 2h, 6a, 6b, 6c
Reflection: The administrative team was very supportive and excited about this idea that I shared with them. They said that it will definitely benefit both teachers and students. This has gotten me very excited about the project!		
Jan. 11 - 15, 2016	Surveyed teachers about level of interest in participating in this capstone – done via Google Form. Based on the data, determined a date and time to meet, created a calendar of scheduled meetings, and notified those who expressed interest – 2 hours	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.6, 4.3, 6.1, 6.2, 6.3 1a, 1b, 1c, 1d, 2a, 2b, 2c, 2d, 2e, 2f, 2g, 2h, 6a, 6b, 6c
Jan. 18 – 22, 2016	Tested out Voki with my 2 nd graders during my technology specials class to determine if it is a good website for 2 nd graders to use – 3.75 hours	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.6, 4.3, 6.1, 6.2, 6.3 1a, 1b, 1c, 1d, 2a, 2b, 2c, 2d, 2e, 2f, 2g, 2h, 6a, 6b, 6c
Reflection: As I used this website with 2 nd graders, I determined that it is not a good program for these students to use because it was so difficult for them to save. In order for them to save their project, they had to go through quite a few steps and then copy a link into a designated area. That ended up being too difficult for them, so I decided to try a different program.		
Jan. 31, 2016	Planned the first meeting of the ESOL workshop – compiled resources, created the workshop website, determined the topic to be discussed on the first day – 5 hours	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.6, 4.3, 6.1, 6.2, 6.3 1a, 1b, 1c, 1d, 2a, 2b, 2c, 2d, 2e, 2f, 2g, 2h, 6a, 6b, 6c
Reflection: I really enjoyed the planning phase of this workshop. Creating the website was a lot of fun, and it will be exciting to see how much it will benefit the participants.		
February 3, 2016	Led the first meeting of the ESOL workshop – introduced podcasting to the attendees. Discussed how the tool worked and the ways it could be utilized in the classroom. Showed the attendees where they can sign up for me to assist them as	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.6, 4.3, 6.1, 6.2, 6.3

	they implement these tools – 1 hour	1a, 1b, 1c, 1d, 2a, 2b, 2c, 2d, 2e, 2f, 2g, 2h, 6a, 6b, 6c
Reflection: This first meeting went very well. The participants all seemed to really enjoy the podcasting tools I showed them, and everyone was quick to offer ideas of how they could implement this in their classroom with both their ESOL students and their general education students. The exciting thing to me is that teachers are realizing that these tools are not just for ESOL students – they can benefit anyone!		
February 4 & 11, 2016	Assisted a 4 th grade special ed teacher in implementing Vocaroo in her classroom – worked with individual students to teach them the program – 1 hour	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.6, 4.3, 6.1, 6.2, 6.3 1a, 1b, 1c, 1d, 2a, 2b, 2c, 2d, 2e, 2f, 2g, 2h, 6a, 6b, 6c
Reflection: This really opened my eyes to how podcasting can impact the literacy classroom. The student I worked with recorded himself reading his writing out loud. He will now be able to listen to his writing and evaluate how he did.		
February 8, 9, 10, 11, 12, 16, 17, 18, 19, 2016	Introduced my 2 nd grade technology specials class to Little Bird Tales – the program I will be introducing to the participants of the ESOL workshop in March. (this will continue for 9 consecutive days – for each 2 nd grade class that I see) – 6.75 hours	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.6, 4.3, 6.1, 6.2, 6.3 1a, 1b, 1c, 1d, 2a, 2b, 2c, 2d, 2e, 2f, 2g, 2h, 6a, 6b, 6c
Reflection: Students seemed to love this program. They enjoyed the fact that they can draw their own pictures to go along with their story, and they also loved the option of recording themselves saying their facts for each page in their story. Some students typed out their facts and other students both typed and recorded their facts. This is a great program because students can use it to meet their own individual needs.		
February 8, 12, 22, & 29 and March 4, 2016	Did a podcasting activity with several of my 3 rd grade specials classes. Students worked together in groups for this activity. – 3.75 hours	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.6, 4.3, 6.1, 6.2, 6.3 1a, 1b, 1c, 1d, 2a, 2b, 2c, 2d, 2e, 2f, 2g, 2h, 6a, 6b, 6c
Reflection: Students really enjoyed doing activities in which they have to record their voice. Students were pretending to be Franklin D. Roosevelt and were asked to give a Fireside Chat based on the New Deal. They were divided up into groups of two and wrote a script; then they recorded themselves giving the speech.		
February 16, 2016	Met after school with a teacher to plan a Vocaroo lesson for her students – 1 hour	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.6, 4.3, 6.1, 6.2, 6.3 1a, 1b, 1c, 1d, 2a, 2b, 2c, 2d, 2e, 2f, 2g, 2h, 6a, 6b, 6c
February 17-18, 2016	Assisted a 1 st grade teacher in implementing Vocaroo in her classroom – worked with individual students to teach them the program and work with them as they created their first project – 2 hours	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.6, 4.3, 6.1, 6.2, 6.3 1a, 1b, 1c, 1d, 2a, 2b, 2c, 2d, 2e, 2f, 2g, 2h, 6a, 6b, 6c
Reflection: Students seemed to love this program. It allowed them to use their words to explain how they solved		

a math problem. It was a great way to make sure they truly understood what they were doing.		
February 18, 2016	Assisted a 4 th grade ESOL teacher in implementing Vocaroo with her students – led a lesson on how to use the program and assisted students as they practiced using the program on their own – 30 minutes	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.6, 4.3, 6.1, 6.2, 6.3 1a, 1b, 1c, 1d, 2a, 2b, 2c, 2d, 2e, 2f, 2g, 2h, 6a, 6b, 6c
February 19, 2016	Assisted a 1 st grade ESOL teacher in implementing Vocaroo with her students – led a lesson on how to use the program and assisted students as they practiced using the program – 30 minutes	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.6, 4.3, 6.1, 6.2, 6.3 1a, 1b, 1c, 1d, 2a, 2b, 2c, 2d, 2e, 2f, 2g, 2h, 6a, 6b, 6c
Reflection: This teacher and I discovered that having students save their audio file to the shared drive was just too difficult. Instead, she decided to have the website set up for the students before they get to their center. They will then record what they need to record and then leave the program alone – the teacher will come back later and save the file for them. This seemed like a great modification for the younger students.		
February 22, 23, 25, 26, & 29, 2016 & March 1, 2, 3, & 4, 2016	Continued the Little Bird Tales project with my 2 nd grade technology specials classes (this will continue for 9 consecutive days – for each 2 nd grade class that I see) – 6.75 hours	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.6, 4.3, 6.1, 6.2, 6.3 1a, 1b, 1c, 1d, 2a, 2b, 2c, 2d, 2e, 2f, 2g, 2h, 6a, 6b, 6c
February 24, 2016	Introduced Little Bird Tales to a kindergarten class. This teacher is not a part of the ESOL workshop, I spoke with several kindergarten teachers about giving this program a try with their students – both ESOL and general ed – 1 hour	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.6, 4.3, 6.1, 6.2, 6.3 1a, 1b, 1c, 1d, 2a, 2b, 2c, 2d, 2e, 2f, 2g, 2h, 6a, 6b, 6c
Reflection: This activity went so well!! The kindergarteners loved it, and the kindergarten teacher realized how amazing this program can be for her students' writing. Even students who really struggled with reading/writing did a great job on this activity since they were able to record themselves speaking their sentences for each page instead of writing.		
February 24, 2016	Met with the ESOL workshop participants to debrief about how the podcasting activities went with the classes. The participants all brought student work samples done during this month. We listened to the work samples and then discussed what went well with podcasting and what could have gone better. – 1 hour	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.6, 4.3, 6.1, 6.2, 6.3 1a, 1b, 1c, 1d, 2a, 2b, 2c, 2d, 2e, 2f, 2g, 2h, 6a, 6b, 6c
Reflection: This debriefing session went so well. The teachers loved using the program and their suggestions for how to utilize it better were amazing!		
March 2, 2016	Led the second meeting of the ESOL workshop - Introduced Voki and Little Bird Tales. I showed the teachers examples of finished products that I have already done with my 2 nd grade technology specials classes. We talked about how this program can be utilized with both ESOL students and general ed students – 1 hour	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.6, 4.3, 6.1, 6.2, 6.3 1a, 1b, 1c, 1d, 2a, 2b, 2c, 2d, 2e, 2f, 2g, 2h, 6a, 6b, 6c
Reflection: This meeting went very well. The teachers seemed very excited about utilizing these tools –		

especially Little Bird Tales. It was so exciting to see how excited they were about the possibilities that these tools could bring for their students.		
March 3, 2016	Worked with a small group of 4 th graders and taught them how to use Little Bird Tales. I let them play around on the website in order to get acquainted with how it worked. –30 minutes	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.6, 4.3, 6.1, 6.2, 6.3 1a, 1b, 1c, 1d, 2a, 2b, 2c, 2d, 2e, 2f, 2g, 2h, 6a, 6b, 6c
Reflection: These students absolutely loved this program. They enjoyed all of the features that it included, and they became very excited about doing their writing activities on this website.		
March 3, 2016	Worked with a 3 rd grade class on Little Bird Tales. I introduced the program to the students and then they began writing project –30 minutes	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.6, 4.3, 6.1, 6.2, 6.3 1a, 1b, 1c, 1d, 2a, 2b, 2c, 2d, 2e, 2f, 2g, 2h, 6a, 6b, 6c
March 4, 7, & 8, 2016	Worked with my 3 rd grade technology specials class to test out Thinglink – 2.25 hours	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.6, 4.3, 6.1, 6.2, 6.3 1a, 1b, 1c, 1d, 2a, 2b, 2c, 2d, 2e, 2f, 2g, 2h, 6a, 6b, 6c
Reflection: Students seemed to enjoy this program. It was user friendly, and their projects turned out very well.		
March 9 – 10, 2016	Worked with my 3 rd grade technology specials class on creating Vokis. The first day I allowed the students to practice how to actually use the program. Then the next day, they completed their assignment using this tool. –1.5 hours	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.6, 4.3, 6.1, 6.2, 6.3 1a, 1b, 1c, 1d, 2a, 2b, 2c, 2d, 2e, 2f, 2g, 2h, 6a, 6b, 6c
Reflection: Students loved this program. They enjoyed being able to create their own character and then giving their character their own voice.		
March 10, 2016	Worked with a kindergarten class on Little Bird Tales. Students absolutely loved the program. It showed this teacher and her students a great way for them to publish their writing. – 1 hour	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.6, 4.3, 6.1, 6.2, 6.3 1a, 1b, 1c, 1d, 2a, 2b, 2c, 2d, 2e, 2f, 2g, 2h, 6a, 6b, 6c
March 15 – 16, 2016	Worked with another kindergarten class on Little Bird Tales. Once again, students really enjoyed the program, and it provided a great place for them to publish their writing –1 hour	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.6, 4.3, 6.1, 6.2, 6.3 1a, 1b, 1c, 1d, 2a, 2b, 2c, 2d, 2e, 2f, 2g, 2h, 6a, 6b, 6c
March 16 – 17, 2016	Worked with my 3 rd grade technology specials class on creating Vokis. The first day I allowed the students to practice how to actually use the program. Then the next day, they completed their assignment using this tool. –1.5 hours	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.6, 4.3, 6.1, 6.2, 6.3 1a, 1b, 1c, 1d, 2a, 2b, 2c, 2d, 2e, 2f, 2g, 2h, 6a, 6b, 6c

March 17, 2016	Worked with a 5 th grade class on creating Vokis. –1.5 hours	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.6, 4.3, 6.1, 6.2, 6.3 1a, 1b, 1c, 1d, 2a, 2b, 2c, 2d, 2e, 2f, 2g, 2h, 6a, 6b, 6c
March 17, 2016	Taught a 4 th grade class the process of how to create Vokis. – 1 hour	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.6, 4.3, 6.1, 6.2, 6.3 1a, 1b, 1c, 1d, 2a, 2b, 2c, 2d, 2e, 2f, 2g, 2h, 6a, 6b, 6c
March 21 & 28, 2016	Taught a 1 st grade class how to use Little Bird Tales. I taught them how the website works, and then they began writing their own story using this website. – 1 hour	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.6, 4.3, 6.1, 6.2, 6.3 1a, 1b, 1c, 1d, 2a, 2b, 2c, 2d, 2e, 2f, 2g, 2h, 6a, 6b, 6c
March 21 – 30, 2016	Worked with 3 rd grade students during my 3 rd grade specials class on a Little Bird Tales activity. Students had to create tales about famous historical figures they have learned about in social studies. –6 hours	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.6, 4.3, 6.1, 6.2, 6.3 1a, 1b, 1c, 1d, 2a, 2b, 2c, 2d, 2e, 2f, 2g, 2h, 6a, 6b, 6c
March 22 & 24, 2016	Worked with a 1 st grade class on Little Bird Tales. I taught them how to use the website, and then they spent the rest of their time taking a writing piece they wrote in their writing journal and putting it in to Little Bird Tales. –2 hours	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.6, 4.3, 6.1, 6.2, 6.3 1a, 1b, 1c, 1d, 2a, 2b, 2c, 2d, 2e, 2f, 2g, 2h, 6a, 6b, 6c
March 24, 2016	Worked with a 4 th grade class on Little Bird Tales. I showed the students how the website worked, and then they had some time to practice using it. –30 minutes	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.6, 4.3, 6.1, 6.2, 6.3 1a, 1b, 1c, 1d, 2a, 2b, 2c, 2d, 2e, 2f, 2g, 2h, 6a, 6b, 6c
March 30 – 31, 2016	Taught a 4 th grade class how to use Little Bird Tales. I showed the students how the website worked, and then they began doing a writing assignment using that website. –1 hour	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.6, 4.3, 6.1, 6.2, 6.3 1a, 1b, 1c, 1d, 2a, 2b, 2c, 2d, 2e, 2f, 2g, 2h, 6a, 6b, 6c
March 30, 2016	Met with the ESOL workshop participants to debrief about how Little Bird Tales went with the classes. The participants all brought student work samples done during this month. We listened to the work samples and then discussed what went well with podcasting and what could have gone better. – 1 hour	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.6, 4.3, 6.1, 6.2, 6.3 1a, 1b, 1c, 1d, 2a, 2b, 2c, 2d, 2e, 2f, 2g, 2h, 6a, 6b, 6c
April 12, 2016	Led the third meeting of the ESOL workshop - Introduced Thinglink. I showed the teachers examples of finished	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.6, 4.3, 6.1, 6.2,

	products that I have already done with my 3 rd grade technology specials classes. We talked about how this program can be utilized with both ESOL students and general ed students – 1 hour	6.3 1a, 1b, 1c, 1d, 2a, 2b, 2c, 2d, 2e, 2f, 2g, 2h, 6a, 6b, 6c
Reflection: Teachers seemed excited about this website, but not as excited as some of the other tools I have previously introduced.		
April 11, 12, 13, 14, 15, 18, 20, 21, & 25, 2016	Introduced my 2 nd grade technology specials class to AddText.com– the program I will be introducing to the participants of the ESOL workshop in May. (this will continue for 9 consecutive days – for each 2 nd grade class that I see) – 6.75 hours	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.6, 4.3, 6.1, 6.2, 6.3 1a, 1b, 1c, 1d, 2a, 2b, 2c, 2d, 2e, 2f, 2g, 2h, 6a, 6b, 6c
Reflection – This website worked very well with my students and they really enjoyed what their final products looked like.		
April 11, 12, 13, 14, 15, 18, 20, 21, & 25, 2016	Worked on Thinglink with several of my 4 th grade technology specials classes – 6.75 hours	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.6, 4.3, 6.1, 6.2, 6.3 1a, 1b, 1c, 1d, 2a, 2b, 2c, 2d, 2e, 2f, 2g, 2h, 6a, 6b, 6c
April 11, 12, 13, 14, 15, 18, 20, 21, 25, 27, 29 and May 2-6, 9-13, & 16-20, 2016	Continued working on Little Bird Tales with my 3 rd grade specials classes – 19.5 hours	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.6, 4.3, 6.1, 6.2, 6.3 1a, 1b, 1c, 1d, 2a, 2b, 2c, 2d, 2e, 2f, 2g, 2h, 6a, 6b, 6c
April 27, 2016	Met with the ESOL workshop participants to debrief about how Thinglink went with the classes. – 1 hour	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.6, 4.3, 6.1, 6.2, 6.3 1a, 1b, 1c, 1d, 2a, 2b, 2c, 2d, 2e, 2f, 2g, 2h, 6a, 6b, 6c
Reflection: Many teachers did not really get a chance to try Thinglink with their students since the Milestone testing happened in April. We did online testing at Alcova, so a lot of our laptops were being utilized for testing. As a result, I continued to test out a lot of technology tools with my technology specials classes.		
May 4, 2016	Led the fourth meeting of the ESOL workshop - Introduced AddText.com. I showed the teachers examples of finished products that I have already done with my 2nd grade technology specials classes. We talked about how this program can be utilized with both ESOL students and general ed students – 1 hour	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.6, 4.3, 6.1, 6.2, 6.3 1a, 1b, 1c, 1d, 2a, 2b, 2c, 2d, 2e, 2f, 2g, 2h, 6a, 6b, 6c
Reflection: Teachers seemed very excited about this website, and they came up with some amazing ideas for how they could utilize it with students.		
May 2-6, 9-13, & 16-20, 2016	I worked with y 4 th grade specials classes on either Voki or AddText – I introduced them both to the students and then they got to choose which one they liked the best – 11.25 hours	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.6, 4.3, 6.1, 6.2, 6.3 1a, 1b, 1c, 1d, 2a, 2b, 2c, 2d, 2e, 2f, 2g, 2h, 6a, 6b, 6c

May 4 & 6, 2016	Introduced a kindergarten class to Little Bird Tales – 1 hour	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.6, 4.3, 6.1, 6.2, 6.3 1a, 1b, 1c, 1d, 2a, 2b, 2c, 2d, 2e, 2f, 2g, 2h, 6a, 6b, 6c
May 5, 11, & 20, 2016	Introduced a first grade class to Little Bird Tales – 2 hours	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.6, 4.3, 6.1, 6.2, 6.3 1a, 1b, 1c, 1d, 2a, 2b, 2c, 2d, 2e, 2f, 2g, 2h, 6a, 6b, 6c
May 5 & 9, 2016	Introduced a first grade class to Add Text – 1.5 hours	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.6, 4.3, 6.1, 6.2, 6.3 1a, 1b, 1c, 1d, 2a, 2b, 2c, 2d, 2e, 2f, 2g, 2h, 6a, 6b, 6c
Reflection: The first day was a little rough. Students had to access our school shared drive to get the picture they were supposed to use for this project. That ended up being very difficult for them. The second day they came, I put the pictures on the computer desktop to make it easier for them to access.		
May 10 & 12, 2016	Introduced a first grade class to Little Bird Tales – 1.5 hours	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.6, 4.3, 6.1, 6.2, 6.3 1a, 1b, 1c, 1d, 2a, 2b, 2c, 2d, 2e, 2f, 2g, 2h, 6a, 6b, 6c
Reflection: This activity ended up being difficult for this class. The teacher did not have a lot of classroom management, and as a result, the students did not really listen to a lot of the directions.		
May 11, 2016	Worked with a kindergarten class on Little Bird Tales – they finished up the project we started a couple days ago – 1 hour	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.6, 4.3, 6.1, 6.2, 6.3 1a, 1b, 1c, 1d, 2a, 2b, 2c, 2d, 2e, 2f, 2g, 2h, 6a, 6b, 6c
May 18, 2016	Led the final meeting of the ESOL workshop – we debriefed on AddText.com and the teachers stated that they really enjoyed using it with their students.	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.6, 4.3, 6.1, 6.2, 6.3 1a, 1b, 1c, 1d, 2a, 2b, 2c, 2d, 2e, 2f, 2g, 2h, 6a, 6b, 6c
May 24, 2016	Introduced a first grade strictly ESOL class to AddText.com – 1 hour	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.6, 4.3, 6.1, 6.2, 6.3 1a, 1b, 1c, 1d, 2a, 2b, 2c, 2d, 2e, 2f, 2g, 2h, 6a, 6b, 6c
Total Hours: [116.5 hours]:		

DIVERSITY								
(Place an X in the box representing the race/ethnicity and subgroups involved in this capstone.)								
Ethnicity	P-12 Faculty/Staff				P-12 Students			
	P-2	3-5	6-8	9-12	P-2	3-5	6-8	9-12
Race/Ethnicity:								
Asian					x	x		
Black	x	x			x	x		
Hispanic	x				x	x		
Native American/Alaskan Native								
White	x	x			x	x		
Multiracial					x	x		
Subgroups:								
Students with Disabilities					x	x		
Limited English Proficiency					x	x		
Eligible for Free/Reduced Meals					x	x		