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Grandparents in Education Project

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Grandparents in Education Project

Abstract
The research strongly suggests that family involvement in education is vital to a child's academic achievement (Epstein, 1987; Zill, 1996). The Grandparent in Education Project goes beyond the parents and into the previous generation of grandparents. In many families grandparents have played a key role in children's lives. Today the numbers of grandparents that help raise or are full-time guardians to children are on the rise (Bafile, 1999). It is a logical connection to include them in today's educational environment.

Another important component is technology and the current role it plays in society. Digital media is continuing to influence communication and instruction in the classrooms, much like print has since the time of Plato (Rose & Meyer, 1994). Future literacy instruction will likely include a variety of on-line resources (Martinez & McGee, 2000). By integrating technology, literacy, and grandparents, the Grandparent in Education Project helps bridge the generation gap between past and present literacy practices.

This project consists of grandparents or "adopted grandparents" actively participating in the educational lives of children. Past intergenerational classroom projects such as Grandparent Pen Pals (Smith, 1995) and Senior Pals (Jobe, 1999) have been very successful. The Grandparent Project extends these single project ideas into an entire year of grandparent involvement projects.

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Grandparents in Education Project

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Submitted to the
Division of Reading Education
Department of Curriculum and Instruction

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of the Requirements for the Degree

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Table of Contents

The Grandparent Project

I. Title Page 1

II. Signature Page 2

III. Table of Contents 3

IV. Introduction 6

V. Literature Review 7

VI. Methodology 20

VII. The Project

A. Project Overview 22

B. Project Schedule 26

C. Project Components

1. Grandparents as Leaders 28

2. Grandparents as Teachers 29

3. Grandparents as Research 30

4. Grandparents as Volunteers 31

5. Grandparents as Partners 32

6. Grandparents as Learners 33

7. The Grandparent Project Celebration 35

VIII. Conclusion 36

IX. References 37

X. Appendices

a. Introductory Parent Letter 41

b. Introductory Grandparent Letter 42
c. Grandparent Project Individual Student Sheet 44

d. Grandparent Organization Chart 45

e. Leaders Survey 47

f. Leaders Evaluation 48

g. Teachers Form 49

h. Teachers Evaluation 50

i. Interview Sheet Example 51

j. Parent Letter for Interview Project 55

k. Sharing Sheet 56

l. Sharing Rubric 57

m. Volunteer Form 58

n. Volunteer Evaluation 59

o. Partners Evaluation 60

p. Parent Letter for Technology Project 61

q. Technology Project Schedule 62

r. Grandparent Orientation Power Point 64

s. Power Point Checklist 69

t. Examples of Reflection Prompts 71

u. Sample Technology Project 72

v. Learners Evaluation 76

w. Project Evaluation for Grandparents 77

x. Project Evaluation for Parents 78

y. Project Evaluation for Students 79
z. Project Evaluation for Others 80
Introduction

The research strongly suggests that family involvement in education is vital to a child’s academic achievement (Epstein, 1987; Zill, 1996). The Grandparent in Education Project goes beyond the parents and into the previous generation of grandparents. In many families grandparents have played a key role in children’s lives. Today the number of grandparents that help raise or are full-time guardians to children are on the rise (Bafile, 1999). It is a logical connection to include them in today’s educational environment. Another important component to include in the classroom is technology and the current role it plays in society. Digital media is continuing to influence communication and instruction in the classrooms, much like print did during the time of Plato (Rose & Meyer, 1994). Future literacy instruction will likely include a variety of on-line resources (Martinez & McGee, 2000). By integrating technology, literacy, and grandparents, the Grandparent in Education Project helps bridge the generation gap between past and present literacy practices. This project consists of grandparents or “adopted grandparents” actively participating in the educational lives of children. Past intergenerational classroom projects such as Grandparent Pen Pals (Smith, 1995) and Senior Pals (Jobe, 1999) have been very successful. The Grandparent Project extends these single project ideas into an entire year of grandparent involvement projects.
Literature Review

Billy, an eight year old, comes home from school. He walks in the door, puts his bag down, and finds his grandpa reading the newspaper in the kitchen. Grandpa asks Billy what he learned in school today. Billy tells Grandpa to come in the office and he’ll show him. After the push of a couple buttons and a few clicks from the mouse, Billy and his grandpa are on their way to exploring Billy’s class web page.

Billy is not unusual for children his age. The minute children get home many are logging on to their class web page, e-mailing a friend, visiting their favorite web site, or practicing basic skills. Children living in the twenty-first century are surrounded by a plethora of electronic resources.

Fifty years ago, children did not have these choices of educational entertainment. Many children of the 1950’s relied on writing letters to friends or reading a good book for enjoyment, and the majority of their instruction came from paper and pencil assignments through the work of basals, workbooks, and vocabulary lists (Martinez and McGee, 2002).

In the 1950’s literacy had finally become more accessible to children after schools received federal funding for the purchase of books, thus creating school libraries (Elleman, 1987). Today, children are not only able to check out books at their convenience from school, but they can also read a large variety of literature on-line from the comfort of their own home. “Given the rapid pace of advancements in electronic media, we might even witness book form of literature moving from the center to the margins of literacy instruction” (Martinez and McGee, 2002, p.166).
Some may argue that moving to this kind of electronic instruction will diminish scholastic skills, but this is also what they thought about the radio and television. It is time to think about where those technologies have taken society (Calvert, 1999). Technology in the past has not tried to replace the old, but instead improve on the old to change with society’s needs. The present use of computers will have the potential to enhance the previous skills of literacy (Rose & Meyer, 1994).

Others may criticize that too much technology will foster asocial behaviors; but actually, most reports suggest that the use of computers has shifted to foster prosocial behaviors while problem solving (Calvert, 1999). Another way to work collaboratively is by way of e-mail. This modern advancement enables students to communicate with a widely diverse selection of individuals.

In order for our children effectively to use the computer to communicate to others, they first need to understand the basic skills of writing. This knowledge of the writing process will equip children to better communicate by learning how to organize their thoughts into rational and understandable sentences.

The Writing Process

It is hard to believe, but at one time writing was the new technology (Rose & Meyer, 1994). It replaced oratory skills and was not accepted easily. However, this new technology extended the capacity to communicate efficiently. Where the skills of listening and speaking were moderately easy to learn, this was not true of the basic skills of writing (Rose & Meyer, 1994).
The writing process can be defined by the following steps: (1) Pre-writing, (2) Writing, (3) Sharing Writing, (4) Revising, (5) Peer Editing, (6) Final Editing, and (7) Publishing (Anderson & Speck, 2001).

The pre-writing stage of the writing process is also known as brainstorming. This is when students are thinking of ideas to write about. Working in a pre-writing journal including idea webs, idea sheets, and doodle pages (Wall, 2000) can inspire students.

Brainstorming webs are created when a child draws an oval in the middle of his/her blank paper. Next, he/she writes a theme word that interests them in the oval. Lines are drawn from that oval connecting words that they think of when they see that theme word. Students can also create mini webs from the new words written. Doing this activity stimulates vocabulary and many ideas for the children to use in their writing. Other prewriting activities involve students writing about things that interest them or something they can relate to. For example, they can write all of their favorite or least favorite things. They can keep a dream journal for ideas. They can even doodle for a few minutes and then create dialogue to go along with the illustrations (Wall, 2000). A sample of the prewriting journal is found in Figure 1.

The next stage in the writing process is writing. During this step, children are encouraged to write their ideas down. Correct spelling and grammar are not emphasized at this point. Students just need to get what they want to say on paper (Anderson & Speck, 2001). This is also called the first, or rough draft. Writing can be done in journals, on thematic stationery, or in writing folders.

Sharing writing is when students present their work orally to others, either with a peer or a small group known as a response group. This step has nothing to do with the
<table>
<thead>
<tr>
<th><strong>Brainstorming Page</strong></th>
<th><strong>Ideas Page</strong></th>
<th><strong>Interest Page</strong></th>
<th><strong>Dream Journal</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>(Use this page for) webbing.</td>
<td>Write down ideas that you had at school.</td>
<td>Books:</td>
<td>Write down dreams that you’ve had or dreams that you have.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Movies:</td>
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<td></td>
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<td>Games/Internet:</td>
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<td></td>
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<td>TV/ Cartoons:</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Real Life Page</strong></th>
<th><strong>Story Map</strong></th>
<th><strong>Likes, Dislikes, and Favorites</strong></th>
<th><strong>Sketches Page</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Write about things that are happening to you right now.</td>
<td>Write about your own life. Create a timeline web.</td>
<td>Make a list of the following.</td>
<td>Doodle for a couple of minutes then write down your ideas.</td>
</tr>
<tr>
<td>What’s happening at school?</td>
<td></td>
<td>Likes:</td>
<td>Doodle</td>
</tr>
<tr>
<td>What’s happening this week?</td>
<td></td>
<td>Dislikes:</td>
<td></td>
</tr>
<tr>
<td>What’s going to happen?</td>
<td></td>
<td>Favorites:</td>
<td>Write about your sketches.</td>
</tr>
</tbody>
</table>

Figure 1. Pre-writing Journal.

The editing process; it only deals with the author’s ideas making sense, or suggestions to make changes in the content of writing (Anderson & Speck, 2001). While the children are reading their writing aloud, the response group will fill out a response guide such as the one included in Figure 2 (Cook, 1990). This response form will serve as a guide for the author to revise and make changes.

The next step in the writing process is revising. At this point, the students decide if they want to change any information around, omit any unnecessary information, or add any needed information to clarify ideas.
Peer editing occurs when the children read each other’s pieces and help identify spelling or grammatical errors. It is important to establish a set of editing marks before this stage occurs (Cook, 1990). The teacher, volunteers, or the students can conduct the final editing with the author of the piece. After the children have made corrections by looking up how to spell unknown words and corrected grammar, the students move on to the last stage of writing.

Look for:

- capital letters
- punctuation
- spelling mistakes
- topic sentence
- complete thought for each sentence

Ask your partner all of the following questions:

1. What part did you like best?
2. Why did you like that part?
3. Is there something that is not clear?
4. Is there something you want to know?
5. Are there any parts that need more detail and description to help you visualize?

Figure 2. Sample Peer Response Guide.

Publishing is the final step of the writing process. Children will write their paper one last time with all corrections included. There are many ways to publish compositions, such as posters, flipbooks, accordion books, and class books, just to name a few. Children should be taught appropriate social responses when responding to other children’s stories. When learning how to discuss or write, children need other people who not only model and guide the appropriate processes, but who also respond to their efforts in situationally and culturally appropriate ways (Dyson, 1993). Children should be polite listeners. Students should respond to others writing in an honest and respectful manner. When students learn how to work and discuss ideas together, they are growing socially
and individually. Group members can learn to work together in classrooms that resemble our world full of diversity and problem solving (Classroom Compass, 1998).

"Students' lives are full of interactions with friends, family members and strangers and their futures will find them in jobs that require cooperation. The skills that are essential for productive group work in the classroom are relevant for today and the future" (Classroom Compass, 1998, ¶1).

Cooperative Learning

Cooperative learning can be defined as a teaching strategy where small groups, each at different ability levels, work together to gain a new understanding of a subject. Not only is each member responsible for learning the information, but also for helping their partners learn (Office of Research Education Consumer Guide, 1992).

Research on cooperative learning in the classroom has had many positive findings. When group goals and individual accountability are used together, the effects on student achievement are consistently positive. Cooperative learning can also bridge social gaps between students of diverse backgrounds or levels of ability (Lyman and Foyle, 2002).

Students are not only responsible for learning new information, but are monitored for teamwork skills. Students can have an evaluation to fill out for themselves, as well as their partner or group, to assess their work on a project. Cooperative learning in a classroom can be project learning in various subject areas, such as reading partners, or writing buddies (Gillies & Ashman, 2000).
Writing as a Social Process

From the very beginning stages of writing, social interaction plays a major role in the writing process. It is through conversation with others that children come to understand the sole purpose of the variety of symbol systems in their world (Vygotsky, 1978).

While writing in the classroom, students experience the writing process by talking, listening, and responding to each other’s ideas. When these young writers talk with each other they begin to generate new ideas and develop stronger pieces of literature. Dyson’s (1993) research found that children used talk to offer or defend constructive criticisms of pieces; they also used talk to perform pieces for their classmates. Dyson (1991) stated that children’s continuing control over written language...is based upon their relationships with other people, not just their experience with text. When children talk about their writing, they have opportunities to develop ideas and to make decisions about how their writing will proceed (Burns, 2001).

“Writing allows for cognitive activities such as choice and revision, debate and decision-making, and examination and evaluation. Thus, it requires greater use of higher-order thinking skills of the communicator” (Deleo, 1994, p.76). Technology is based on the application of higher-order thinking and problem solving skills (Paris, 1994). Therefore, writing integrated with technology should be a natural process.

Integrating the Writing Process With Technology

New technologies have been emerging since the day of Plato. In the 400’s B.C., writing was that new technology (Rose & Meyer, 1994). Since then, there has been the new technology of the papyrus scroll, the codex- a sheaf of bound papers, and the
printing press (Winch, Johnston, Holliday, Ljungdahl, & March, 2001). Today, we are witnessing the continuing evolution of writing by means of computers—our present day technology.

Someday the book as we know it may disappear, and in its place the electronic text will appear. There are several advantages to having this new literacy medium. Anderson-Inman (1998) lists seven:

- it is modifiable (easy to change, edit, update by author and user)
- it is programmable (able to adapt to individual user)
- it is linkable (non-linear links can be set up by user)
- it is searchable (search with words or phrases)
- it is collapsible (can be minimized and put aside)
- it is collaborative (many users can work on the same text at the same time)

(p. 678-82)

The old technology of writing cannot compete against these progressive features. Because of these advantages it is easy to see why technology is being integrated into the literacy continuum.

Integrating Technology and the Writing Process

With the use of the LCD projector unit for computers, the writing process can be modeled easily in the classroom. With certain programs the entire writing process can be modeled, from brainstorming to publishing on the World Wide Web. There are many software programs and Internet sites that focus on the process of writing. Some of the programs include Kidspiration (brainstorming webs), Student Writing Center (word
processing program), *Kid Pix 3 Deluxe, Power Point, or Hyperstudio* (publishing books or presentation slide shows). WebQuests can aid in teaching about the writing process. In 1995, at San Diego State University, Bernie Dodge and Tom March designed a new student-centered, inquiry-based on-line teaching tool called WebQuests (March, *Webquests for learning*, 1998). These webQuests allow students of all ages to explore the web for information. WebQuests include an introduction, process, task, resources, conclusion, and evaluation. Teachers are able to utilize these as well as create them for themselves and others.

It is very important to note that even though students are equipped with numerous opportunities to use technology, the classroom teacher is the key to making this integration a success. The teacher must be willing to take a sometimes-uncomfortable risk in order for students to gain a positive experience with computers.

“The potential for technology’s use in writing grows exponentially. Classrooms of the future will hold endless writing opportunities for teachers and students, providing them with virtual passports to places that today’s students do not even know exist. The creativity of teachers and students will soar to new limits. But, all this will be possible only if today’s teachers make it so. Technology itself is inanimate, and it will remain so unless innovative users breathe life into it” (Sullivan & Sharp, 2000, p. 130).

Two other sources of support needed with the success of integrating technology in the classrooms are the parents and the community.
Family Involvement

Research has shown overwhelming data to support that involving the family in student's education increases a student's positive attitude toward school and higher student achievement (Epstein, 2001; Zill, 1996). There are many ways that a family member can be involved in his or her child's education.

Joyce Epstein, a leading researcher in parent involvement, has categorized parent and school connections into five types (Epstein, 1987).

Type 1- Parenting: Teachers assist families with parenting and childrearing skills, family support, understanding of child and adolescent development, and setting home conditions to support learning at each age and grade level.

Type 2- Communicating: Teachers communicate with families about school programs and student progress through school-to-home and home-to-school communications.

Type 3- Volunteering: Teachers work to improve recruitment, training, work, and schedules to involve families as volunteers and audiences at the school or in other locations to support students and school programs the school and students.

Type 4- Learning at Home: Teachers involve families with their children in learning activities at home, including homework and other curricular-linked activities and decisions.

Type 5- Decision Making: The school staff include families as participants in school decisions, governance, and advocacy activities through PTA, committees, councils, and other parent organizations.
The types that will be discussed in the following section deal with Types 3 and 4. Family members who volunteer their time to the school and become an active participant in the classroom and family members who learn with their children at home by sharing academic time between school and home.

Families are children’s first teachers in literacy. Participation in literacy practices at a very early age can have an impact on children. Parents who read to their children usually produce children who read (Padak & Rasinski, 1994). Other family members, such as grandparents, have recently taken on a more dominant role in children’s home learning. More than five million children live in a home where the grandparents are present (Bafile, 1999). In this case Type 1 of family involvement would be exercised. Grandparents would take an active role at home encouraging their grandchild’s education.

Grandparents Role in the 21st Century

Today more children live with their grandparents than at any other time in history. Many children are being sent to live with grandparents because their biological parents are unable to care for them (Bafile, 1991).

It is easy to see that regardless of a child’s living situation, grandparents play a major role in their grandchildren’s lives. They can be the child’s stress buffer, watchdog, arbitrator, supporter, and family historian (Gebeke, Dunlap, & Bjelland, 1994). Interacting with a grandparent can make children feel more connected to their families.

In families where there are intergenerational relationships, grandparents are a big influence with their grandchildren. Stretching from parent involvement, to family involvement, to grandparent involvement is a new idea that should be explored. A few
projects involving grandparents or “adopted grandparents” in the classroom that have been very successful.

Grandparent Pen Pals was a project started in Indiana, in the 1990’s. The children wrote letters back and forth to their grandparents wherever they lived. Throughout the pen pal project, students learned about their grandparents. Grandparents wrote to their grandchildren about the values of a responsible citizen, they shared their ideas with each other, and got to know each other on a more personal level. The children learned about their grandparents while practicing literacy skills in letter writing. Grandparents also modeled exemplary writing skills (Smith, 1995).

Senior Pals was another project completed in Ohio, in 1999. Students e-mailed senior citizens who lived in a nearby nursing home. Students worked on social skills as well as computer literacy skills. At the end of the project, the class invited the residents to join them for a luncheon. The program was a success from all perspectives (Jobe, 1999).

The results of these two projects allowed students to interact with grandparents or “adopted grandparents” The students both discovered how much knowledge seniors possess and tapped into a new understanding of what life was like from a different generation.

According to Vygotsky’s theory, a child performs at a higher developmental level with a partner who has extensive knowledge and who can model the culturally accepted way of doing a task. Drawing on their knowledge and skill, experts can engage children in performing at higher levels of abstraction and performance than they would achieve individually. Experts reveal knowledge and skills, assess
and guide the novice's participation, and gradually transfer control of the activity to the novice in response to the novice's increasing competence (Daiute, Campbell, Griffin, Reddy, & Tivnan, 1993, p.42).

Summary

Grandparents have been overlooked in the past when dealing with children and education. There have been numerous studies done on parent involvement in education (Epstein, 2001; Zill, 1996), but there is a gap when looking at the grandparents' role in education. Grandparent's influence on their grandchildren opens a whole new avenue in the effects of family involvement in education.

The possibilities are limitless when including grandparents in children's education. Grandparents can share stories, crafts, recipes, and manners with children not familiar with the lifestyle of that era. Not only does it benefit the children to socialize with a different generation, but students also are gaining information from an authentic source. There is no textbook on the shelves that can compare with the authentic learning that could take place.
Methodology

The idea for this unique project came while conducting a micro-ethnographic study for an educational research class previously taken in this Masters program. The initial focus of this study was the observation of literacy practices at the zoo between parent and child. During the observation, a continuing pattern began to emerge not between parent and child, but between grandparent and child. More than half of the families observed were accompanied by at least one grandparent. Grandparents had a strong effect on the physical, emotional, and intellectual needs of their grandchildren. They took the time to focus on what their grandchild child was saying and encouraged further discussion and questions by pointing out informational signs and maps. I wanted to design a project based on my findings from the zoo integrated with literacy and technology. I began to conduct further research on family involvement and collaborative writing skills with technology. I attained several articles from the University of Northern Iowa’s ROD Library services on-line. I also collected more information from the library at the University of Nebraska in Omaha. After this study was completed, it was easy to see a gap in family involvement research. Grandparent involvement and their role in student education have not been deeply explored. I thought of all the activities that I had recently tried to incorporate into my classroom including grandparents. With those activities in mind, I included Epstein’s Five Types of Family Involvement (1987). In order to create a complete involvement program, I felt it was necessary to try to include all five types of involvement. During this process it was easy to see how a yearlong program with grandparents could naturally fit into any classroom. The advantage of
using grandparents is that they are such influential resources. There is no doubt that parent involvement is a necessity in education, but how could literacy role models, such as grandparents, in the classroom affect student achievement? Including grandparents in education may change today’s classroom environment, due to the fact that they have different expectations for their grandchildren. There is no textbook that can compare to the authenticity of a grandparent sharing true history along with setting an example of hard work and strong values. For these reasons and so much more, grandparents should be involved in education. Schools cannot afford to overlook this valuable untapped resource that is right in front of them. Encouraging grandparents to become more involved in the classroom could begin a chain of effects that could boost community morale and heighten support for public education in general.
Project Overview

The Grandparent Project gives children a chance to work with authentic sources of wisdom during the course of a year. In this project, grandparents take on many roles in the literacy classroom. These roles include Grandparents as Leaders, Grandparents as Teachers, Grandparents as Research, Grandparents as Volunteers, Grandparents as Partners, and Grandparents as Learners. Throughout the year, grandparents become a literacy role model for the students. Each project involves working collaboratively with others and many projects have integrated technology. This unique experience not only benefits the students, but the grandparents as well.

This next section is an example of how a year incorporating The Grandparent Project might look. Educators need to make their program fit their schedule. At the very beginning of the year, the teacher passes out the forms for parents to fill out on possible participants including biological grandparents and other adopted "grandparents" that may want to be involved in the Grandparent Project. It is important to explain to the parents that even if the grandparent lives far away, they could still be part of this project. When the list of grandparents is made, the classroom teacher sends a letter to the grandparents about all the projects including a tentative time line and brief description of each of the activities. Some activities are conducted at school, so transportation is something to think about. When the grandparents turn in their sheets along with the activities they would like to be a part of, the teacher finds those grandparents who were interested in being Leaders and create a committee to help the teacher organize the participants with each activity and each child. Grandparents may only be able to participate in one activity because of distance or ability. The Grandparents Project includes more than just
biological grandparents in the case of children not having grandparents around. If grandparents cannot participate in any of the projects, the teacher and Leadership committee will locate other “grandparents” from the list provided by the parents. The teacher and Grandparents as Leaders committee begin sorting the grandparents into project categories for each student. The first to call is the grandparents who want to be Grandparents as Teachers and Grandparents as Volunteers. These two groups need to be contacted first, because they participate throughout the year. Grandparents as Teachers give a quick 20-30 minute presentation on something they like to do or know a lot about. It is nice to try to align these visits with curriculum or time of the year and make meaningful learning connections. Grandparents as Teachers are included in the classroom schedule one to two times each month. Grandparents as Volunteers is a program set up for students who need a little extra time working in certain areas. Every student has an area they need improvement in, whether it’s handwriting or keeping their desk clean. Others may want to improve where they are in language arts or spelling skills. Grandparents help students set up short-term school goals and create a plan to reach those goals. The teacher and Grandparents as Leaders find a 15-20 minute time slot for each child to receive that special time with their grandparent.

Once those roles start, teachers may begin the next project with their grandparents. Around September, Grandparents as Research takes place. Before the grandparents come to the school, the teacher and students generate a list of important interview questions. The students are told they should listen carefully and find the story that his/her grandparent has to tell. After the list is decided upon, the students invite the grandparents to visit for an hour one day for the interview. Grandparents come before
lunchtime so they can enjoy eating together after the activity is completed. If grandparents can’t come to school this interview could also be done over a holiday break when children more often see their grandparents.

Grandparents as Partners is a project where the students and grandparents work collaboratively on literacy tasks incorporating the computer. Grandparents need to find transportation to the school for these projects. These projects only happen three times in a year (one day for one hour). The teacher selects months where motivation is more challenging or when certain projects fit better into the year. The months chosen for this project are December (e.g., Christmas Traditions Around the World report), February (e.g., poem writing), and April (e.g., creative writing assignment). Literacy tasks include anything the students would be working on in the classroom, such as poems, creative stories, or simple reports. The teacher needs to create rubrics or checklists for each of these literacy projects. If grandparents live far away, other literacy projects could include e-pals or pen pals depending on the grandparent’s availabilities.

Grandparents as Learners gives the grandparents a chance to take on a different role. Grandparents become the learners and the students become the experts. Students teach grandparents how to put together a Power Point project comparing their lives. This project takes place in May. Students have a chance to put all of the computer skills they have learned throughout the year into play and to teach them to their grandparents in one technology project. This project includes word processing and paragraph writing, cut, copy, and paste, drawing programs, importing graphics, scanning photos, inserting clip art from on-line resources and pictures from files, power point skills, and presentation
skills. Grandparents need transportation to the school five days to work with the students an hour each day. This time is spread over a two week period.

At the end of the year, students invite their participating grandparents and parents to join them for a celebration for The Grandparent Project. Teachers invite administration, other classrooms, or community members. Students choose one project to share, and the teacher displays the variety literacy projects completed throughout the year.

The following section gives a suggested yearlong schedule for The Grandparent Project. It begins with open house and the recruitment process, proceeds with monthly activities and various grandparent roles, and concludes with the end of the year technology project and The Grandparent Project celebration.
Project Schedule

August: At open house, take the time to briefly explain the grandparent project. During this time, send out the Introductory Parent Letter (Appendix A).

After parent’s letter comes back with information of grandparents, send out The Introductory Grandparent Letter (Appendix B).

September: Create the Grandparents as Leaders committee from the information on the Introductory Grandparent Letter (Appendix B).

Leaders and teacher sort out other grandparents into different projects throughout year for each student. They complete the Grandparent Project Individual Student Sheet (Appendix C) and the Grandparent Organization Chart (Appendix D).

Grandparents as Research project starts this month (one day for one hour).

Grandparents as Teachers: provide one to two presentations this month (20-30 minutes each).

October: Grandparents as Volunteers starts this month. Grandparents work with students in certain areas of concern.

Grandparents as Teachers: provide one to two presentations this month (20-30 minutes each).

November: Grandparents as Volunteers continues this month. Grandparents work with students in certain areas of concern.

Grandparents as Teachers: provide one to two presentations this month (20-30 minutes each).

December: Grandparents as Partners takes place this month (3 days/month for one hour).

Grandparents as Volunteers continues this month. Grandparents work with students in certain areas of concern.
Grandparents as Teachers: provide one to two presentations this month (20-30 minutes each).

January:

Grandparents as Volunteers continues this month. Grandparents work with students in certain areas of concern.

Grandparents as Teachers: one to two presentations this month (20-30 minutes each).

February:

Grandparents as Partners takes place this month (3 days/month for one hour).

Grandparents as Volunteers continues this month. Grandparents work with students in certain areas of concern.

Grandparents as Teachers: provide one to two presentations this month (20-30 minutes each).

March:

Grandparents as Volunteers continues this month. Grandparents work with students in certain areas of concern.

Grandparents as Teachers: provide one to two presentations this month (20-30 minutes each).

April:

Grandparents as Partners takes place this month (3 days/month for one hour).

Grandparents as Volunteers continues this month. Grandparents work with students in certain areas of concern.

Grandparents as Teachers: provide one to two presentations this month (20-30 minutes each).

May:

Grandparents as Learners takes place this month (5 days for one hour/day).

Grandparents as Volunteers ends this month. Grandparents work with students in certain areas of concern.

Grandparents as Teachers: provide one to two presentations this month (20-30 minutes each).

Celebrate the end of the year with the grandparents.
Grandparents as Leaders

Research has shown how important it is for family to be involved in every aspect of education. One very important aspect is in leadership (Epstein, 1987). Grandparents as Leaders is a committee of grandparents who work very closely with the classroom teacher and aligning grandparents’ lessons, volunteer time, and other participation with the classroom schedule. The committee contacts participants for the several activities and make sure each child would have his/her “grandparent” for each project. Grandparents as Leaders read through the Grandparent Project Individual Student Sheet (Appendix C). Each child is then assigned a grandparent for each activity. The committee writes down grandparents for each project on the Grandparent Organization Chart (Appendix D). Grandparents as Leaders fill out the Leaders Survey (Appendix E) to explain their visions for the committee. Committee members meet with the teacher occasionally throughout the year to assist with any other planning. At the end of the year, grandparents fill out the Leaders Evaluation (Appendix F) to help the teacher modify the committee the following year.

Materials:
Computer with word processing program
Phone

Duration:
School year
Grandparents as Teachers

Research has also shown how important it is for family to be actively involved in the classroom. Grandparents as Teachers allows the grandparent to share their expertise in any area of interest. Grandparents fill out the Teacher's Form (Appendix G) and specify what lesson they would be sharing. This enables the teacher and grandparent committee to plan lessons to enhance the school curriculum. Their presentation includes teaching a 20-30 minute lesson. This lesson could be teaching students a craft, making a favorite recipe, sharing a childhood lesson, showing a favorite hobby, or explaining a little bit of history. At the end of the presentation, the teacher sends home the Teachers Evaluation (Appendix H) to help make changes for future success.

Materials:
Whatever the guest teacher requests

Duration:
20-30 minute lesson
Grandparents as Research

Grandparents as Research allows the grandparents to be the object of the student’s assignment. In this project grandparents participate in an interview conducted by the students. This task first involves a brainstorming of ideas by the students and the teacher. With the results from the brainstorming session, an Interview Sheet is created. The Interview Sheet Example is provided in Appendix I. Next, a Parent Letter for Interview Project (Appendix J) is sent home to inform parents about the project. Grandparents can either be brought to the school or this project could be done outside the classroom, such as an assignment done over Thanksgiving or Christmas break. Once the interview is completed, students fill out the Sharing Sheet (Appendix K) and get ready to share the story they learned from their grandparent. Teachers can assess this activity with the Sharing Rubric (Appendix L). Not only will students learn interviewing and communication skills, but they also learn history from an authentic source.

Materials:
Overhead to brainstorm interview questions
Computer with word processing

Duration:
One hour in one day
Grandparents as Volunteers

Grandparents as Volunteers is a program for each student to have a helper accomplish personal goals. This type of involvement is very important because of the one-on-one connection made with individual students. The Grandparents fill out the Volunteer Form (Appendix M) to help pair up grandparents' interest to students' needs. In this program, grandparents work with the students for about fifteen to twenty minutes in the areas of student's concern. At the end of the program, grandparents are asked to fill out the Volunteer Evaluation (Appendix N) to help make changes the following year.

Materials:
Classroom work

Duration:
15-20 minutes (1-2 times a week)
Grandparents as Partners

In the Grandparents as Partners program, grandparents become partners in reading and language arts projects, such as e-pals or pen pals, poems, simple reports, or other creative writing assignments. This is an excellent assignment for students and "grandparents" in assisted living conditions to interact. It is also great for grandparents that live too far away to participate in the other classroom activities. Grandparents are asked to fill out the Partners Evaluation (Appendix O) to help make changes for the following year.

Materials: (materials will vary)
Computer with e-mail access
Paper, pencils, envelopes, and stamps
Transportation for participants

Duration:
60 mins/ day (one day/month-3 months /year)
Grandparents as Learners

In the Grandparents as Learners program, grandparents become the learners and the students become the teaching "experts". Grandparents visit the school for a total of five days. During this time the students teach their grandparent how to put together a multi-media presentation in Power Point that compares their lives. First, a Parent Letter for Technology Project (Appendix P) is sent home to inform parents about the upcoming assignment. After the teacher discusses the project timeline with the administration, she or he creates a Technology Project Schedule (Appendix Q) and distributes it to other staff members. This schedule informs every one of rooms and materials needed for the entire duration of the project. The students begin this assignment two weeks before the grandparents are involved by creating their half of the project. This is done by splitting the Power Point slides in half. One half is for the children; the other half is for the grandparents. As the children complete the different slides requiring different skills, they review computer lessons previously taught during the school year. Then a meeting is held to explain to participating grandparents what the project is all about. The Grandparent Orientation Power Point (Appendix R) helps describe the project in detail. At the orientation, grandparents are given a folder that contains group color, nametag, schedule, Power Point Checklist (Appendix S), and reflection journals. The following day, grandparents bring their folders with two pictures, one picture of them during their elementary school days and one with their family when they were young. Grandparents are asked to bring pictures from when they were the same age as the students, so they can observe and compare. Technology partners go to their assigned classroom depending on
their group color. The children help the grandparents complete their half of the slides by sharing their technology skills. Three different rooms are designated with different skills and monitored by an adult helper. The students and grandparents are divided into three smaller groups and rotate to a different room each day until their Power Point slides are designed. Grandparents and students can refer to the checklist to make sure all components of the projects are completed. After each one-hour work session, students and grandparents are asked to fill out their reflection survey by completing the Examples of Reflection Prompts (Appendix T). The final day the grandparents come to the classroom is for sharing their Power Point presentations. It is better to divide the sharing into two different times in the day. This allows grandparents to have a choice of what time works better for them, and students don’t have to sit as long. An example of a finished project is located in the appendices entitled Sample Technology Project (Appendix U). When the project is completed, the grandparents fill out the Learners Evaluation (Appendix V) to inform the teacher of how to modify the assignment for the next year.

Materials:

Laptops for students that include Power Point
Internet, and Kid Pix Deluxe 3.
Digital camera
Scanner
LCD projector
Projector screen
3 technology helpers
*Microphones (if recording)

Duration:
students- 4 weeks
grandparents- 5 days
The Grandparent Project Celebration

At the end of the year, students and grandparents can celebrate their love for literacy learning by sharing projects with the class. During this special time, students make simple thank you gifts and serve a little snack for their guests. Teachers display the students and grandparents' projects throughout the room. If there is time, students introduce their guest(s) with the class and share their projects. Teachers may want to expand this celebration to a wider audience and hold the presentations in the gym or library. Administrators and other community members should be invited to view the projects and talk with the students and grandparents. Teachers also send out the following evaluations: Project Evaluation for Grandparents (Appendix W), Project Evaluation for Parents (Appendix X), Project Evaluation for Students (Appendix Y), and Project Evaluation for Others (Appendix Z).
Conclusion

The Grandparent Project was designed to integrate technology, literacy, and grandparents in education. Epstein’s five types of family involvement were the inspiration for the various roles the grandparents play throughout the school year. All but one type of involvement was exercised in the project. This type was the Parenting type of involvement which includes teachers assisting with parenting and childrearing skills. Unless grandparents live at home with their grandchildren, this type of involvement was impossible to include. Grandparents as Leaders support the Communicating and Decision Making types of involvement because it included grandparents helping to inform other grandparents and acting on a committee for the Grandparent Project. Grandparents as Research is supported by Learning at Home type of involvement because this activity can be done at home with the grandparents. Grandparents as Teachers, Grandparents as Volunteers, Grandparents as Partners, and Grandparents as Learners all support the Volunteering type of involvement because it involves families in the classroom working to support literacy with the students. The Grandparent Project will continue to make changes for the better. The goal of this project is to increase the love for literacy by connecting two special generations of readers and writers.
References


Third Grade Parents,

I have been thinking about including the grandparents in a few activities this school year. I don’t have all of the details ironed out yet, but am thinking of using them more in the classroom. I would like for them to maybe teach a craft, a lesson, a song, read a story, or share some “real” history with the students. I feel that this could make their learning exciting and at times more authentic. Please list any grandparents and their phone numbers that you think would be interested in The Grandparent Project. Also if you know of other “grandparents” (for example, neighbors or others) that would like to participate let us know their names as well. There is always room for more grandparents!

Thank you.
I will keep you informed on this special project.

Mrs. Freund

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Appendix B

Introductory Grandparent Letter

Be Grand in Education!

Dear Grandparents,

We are going to be having a GRAND time this year in ______ grade. We will be involving grandparents to participate in their grandchild’s education through a variety of projects throughout the year. We understand if you can only participate in a few projects, but we need your help in recruiting others to join our GRAND PROJECT! Below are a list of activities and tentative dates for the projects. Put a check next to the activities that you would be interested in and continue to fill out the remainder of this sheet (back side too). Thank you for your time and support in education.

Mrs. ______________
and the ________ graders

Grandparent In Education Project

☐ Grandparents as Leaders (Grandparent Committee)
   *Time: throughout the year
   *Purpose: help find grandparents for students and activities
   *Job description: calling, scheduling, and informing grandparents for upcoming activities

☐ Grandparents as Teachers (Grandparent Demonstrations/Lessons)
   *Time: any month Aug.-May (30-45 min.)
   *Purpose: to demonstrate a lesson
   *Job description: share a skill (cooking, crafts, history...etc.) with the class

☐ Grandparents as Research (Grandparent Interview Project)
   *Time: September-1 day (30-45 mins)
   *Purpose: students practice interviewing/listening skills
   *Job description: answer questions about life

☐ Grandparents as Volunteers (Grandparent Tutoring/ Mentoring)
   *Time: Throughout the year
   *Purpose: give students someone to help them in various subjects
   *Job description: mentor the students and express the importance of education

☐ Grandparents as Partners (Grandparents with Literacy- The Legacy of Literacy)
   *Time: December, February, and April (3 days-1 hour)
   *Purpose: students gain a partner in literacy activities
*Job description: work with students on various literacy projects
  - e-pals (need access to e-mail)
  - pen pals
  - writing projects

☐ Grandparents as Students (Technology Project *through reciprocal teaching*)
*Time: May (5 days-1 hour/day)*
*Purpose: students teach you how to put together a multi-media presentation using power point*
*Job description: become a student and learn about technology presentations*

Grandparent Name: ____________________________

Grandparent Address: ____________________________

______________________________

Grandparent Phone: ____________________________

Other “Grandparents” that might participate:

Name: ____________________________ Phone: ______________

Name: ____________________________ Phone: ______________

Name: ____________________________ Phone: ______________

Name: ____________________________ Phone: ______________
Appendix C

Grandparent Project
Individual Student Sheet

STUDENT NAME: ____________________________________________

PARENTS: ____________________________________________

ADDRESS: ____________________________________________

PHONE NUMBER: ____________________________________________

*E-MAIL: ____________________________________________

GRANDPARENT LIST

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## Appendix D

### Grandparent Organization Chart

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Appendix E

Leaders Survey

Grandparents as Leaders Survey

Have you volunteered in the school before? If yes, what were your activities?

Do you have a computer at home?

What kinds of tasks do you do with your computer?

What are your feelings towards technology?

What would you like to do as a member of this committee?

How much time would you like to spend working in this committee?

Additional Comments:
Appendix F

Leaders Evaluation

Grandparents as Leaders
Evaluation

What did you like the most about being on the committee?

What did you like least about being on the committee?

How could we make this program work even better next year?

Did your view of technology in the classroom change? If so, how?

Additional comments:
Appendix G

Teachers Form

Grandparents as Teachers Form

Name:

Address:
Phone number:
E-Mail:

Best time to reach:

Lesson Topic:

Time Needed:

Materials Needed:

Possible Presentation Dates and Times:
Appendix H

Teachers Evaluation

Grandparents as Teachers Evaluation

What did you like the most about teaching in the classroom?

What did you like least about teaching in the classroom?

How could we make this activity work even better next year?

Additional comments:
Appendix I

Interview Sheet Example

Name:_________ Date Interviewed:______________

Time started:______ Time finished:_______

Grandparent’s Name:__________________________

The Grandparent Project
Interview Questions for my Grandparent

Growing Up

1. Where and when were you born?__________________________

2. Describe your house:________________________________________

3. Tell me about your family:_____________________________________

4. Where did your ancestors come from?__________________________

5. What was school like?________________________________________

6. What were your friends like?___________________________________
7. What sports were most popular? __________________ 

8. What were your favorite activities/toys? __________________ 

9. What were your favorite radio shows, television shows, songs, and movies? ________________

10. What did you want to grow up to be when you were little? ________________

11. What is your favorite childhood memory? ________________

High School and Adult Life

12. How much could you buy with a dollar? __________________

13. What were the prices of the following items:
   a loaf of bread __________________ a gallon of milk __________________
   a bottle of soda __________________ a carton of eggs __________________
   a piece of candy __________________ a pair of shoes __________________

14. What kind of car did you drive?/ how much did it cost? __________________
15. Who are the presidents you remember?

16. Did you ever serve in the Armed Forces? What branch?

17. Did you ever fight in a war? Which one?

18. What were the fashions when you were growing up?

19. How did you meet Grandpa/Grandma?

20. What important historical events happened in your lifetime?

21. What is the most important thing that has happened in your lifetime?
22. What do you remember most about your grandparents? ______________________

______________________________________________________________

______________________________________________________________

______________________________________________________________

23. ___________________________________________________________

______________________________________________________________

______________________________________________________________

24. ___________________________________________________________

______________________________________________________________

______________________________________________________________
Appendix J

Parent Letter for Interview Project

Dear Parents,

I wanted to inform you about a project coming up. It is an interview assignment with a grandparent. The students and I generated several interesting questions. The children will have Christmas break to interview their grandparent. When we get back in January the students will orally share their new information with the class. The participating grandparents have already been notified and are ready for your child to unlock the untold story from their lives.

Thank you for your support with this project.

Sincerely,

Mrs. Freund
Appendix K
Sharing Sheet
Grandparent Interview
Sharing Paragraph

Name: Date:

Write a paragraph about the most interesting thing you learned about your grandparent from your interview. Then design a quick illustration at the bottom of the page.

Illustration
Appendix L

Sharing Rubric

Grandparent Interview

Sharing Rubric

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Total Points:

Grade:

Comments:
Appendix M

Volunteer Form

Grandparents as Volunteers
Form

Name:

Address:
Phone number:
E-mail:

Best time to reach:

Area for volunteering:

Reading English Math

Possible times to work:
Appendix N

Volunteer Evaluation

Grandparents as Volunteers
Evaluation

What did you like the most about volunteering?

What did you like least about volunteering?

How could we make this program work even better next year?

Additional comments:
Appendix O

Partners Evaluation

Grandparents as Partners Evaluation

What did you like the most about being a partner?

What did you like least about being a partner?

How could we make this program work even better next year?

Additional comments:
Dear Parents,

It's getting closer to the end of the year and we have one more grandparent project to enjoy. Grandparents who signed up for this project will be visiting the school for five days spending one hour each day learning technology skills from your third grader. On the last day, we will be celebrating the completion of this assignment with our Power Point presentations. You are welcome to join us. The grandparents have already been notified and can't wait to get started. Your child will need to bring one recent picture from home. Thank you for your support this year with the Grandparents in Education Program.

Sincerely,

Mrs. Freund
Appendix Q

Technology Project Schedule

The Grandparent Project

**Monday, May 5th 1:30-2:00:** Orientation for grandparents in the guidance room. Chairs set up for 24 people. There will be nametags and color-coded folders on the chairs. Give a brief introduction. Present power point slide show and give a sneak peak at what the students have started. Open folders to show and explain contents. Reflection journals will be written in during the last five minutes of the working day. Stress the importance of being prompt and acknowledge computer frustrations. Remainder of the time can be used for questions. Grandparents can take the folder home to look over or teacher can keep for later. On Wednesday, grandparents will follow schedule and go to assigned room.

**Wednesday, May 7th 1:30-2:30:** Work Day
Grandparents enter building and go to designated room according to group color on schedule.

Red Group: Guidance Room-scanning, recording, and journaling. Led by Mrs. M.
Blue Group: 3rd Grade Room-Kid Pix, clipart, recording, and journaling. Led by Mrs. F
Green Group: CATS Room-text writing, recording, and journaling. Led by Mr. M.

- @ 2:25- Grandparents and students write in reflection journals.

**Friday, May 9th 1:30-2:30:** Work Day

Red Group: 3rd Grade Room-Kid Pix, clipart, recording, and journaling. Led by Mrs. F
Blue Group: CATS Room-text writing, recording, and journaling. Led by Mr. M.
Green Group: Guidance Room-scanning, recording, and journaling. Led by Mrs. M.

- @ 2:25- Grandparents and students write in reflection journals.

**Monday, May 12th 1:30-2:30:** Work Day

Red Group: 3rd Grade Room-Kid Pix, clipart, recording, and journaling. Led by Mrs. F
Blue Group: CATS Room-text writing, recording, and journaling. Led by Mr. M.
Green Group: Guidance Room-scanning, recording, and journaling. Led by Mrs. M.

- @ 2:25- Grandparents and students write in reflection journals.

Materials:
Guidance Room: scanners, 7-8 laptops, microphones, 7-8 working stations
3rd Grade Room: 7-8 laptops, LCD projector and screen, microphones, mice, 7-8 working stations
CATS Room: 7-8 laptops, LCD projector and screen, microphones, 7-8 working stations

**Friday, May 16th**: Presentation Day

**AM 9:00-10:30** Present Slide Shows in the Media Center  
Materials: LCD projector and screen, muffins/juice for guests  
Students presenting sit with grandparents (about 24 chairs)  
Students not presenting, sit on floor

**PM 100-2:30** Present Slide Shows in the Media Center  
Materials: LCD projector and screen, cookies/juice for guests  
Students presenting sit with grandparents (about 24 chairs)  
Students not presenting, sit on floor

Between Monday and Friday: The students will be putting the finishing touches on slide shows (transitions etc.) and finishing slide 7 (The Best Thing.)
Appendix R

Grandparent Orientation Power Point

Layout for
The Grandparent Project
Mrs. Freund's 3rd Grade
Spring 2003

The purpose of the Grandparent Project is to put Grandparents in the elementary classroom. More specifically, to include grandparent s in a technology project that would encourage reciprocal teaching. Students and grandparents will learn from each other by completing a multimedia presentation comparing their lives.
The overview of the project:

Each day teams, including students and grandparents, will be learning different skills they need to possess to complete the PowerPoint slide show (scanning, drawing, searching, copying & pasting).

The timeline of the project is 4 days (1 hour/day).

Day 1, 2, 3: Learn a skill, fill out two slides, and record.

Day 4: Present slide show (2 sessions)

Your Folder
• Group Color/Name Tag
• Plans and schedule
• Checklist
• Reflection Journal

*For Wednesday you will need to bring two photos including the following:
1. Picture of you at the elementary level
2. Picture of your family (mom, dad, sisters, brothers, or grandparents, etc)
On Wednesday, your grandchild will already have the framework for your presentation set-up. You will work in the classroom according to your group color (look for the signs). You will be working for an hour. Please feel free to ask the third graders questions and explore the computer together. In the last 5 minutes of your work time, you and your child will be given a prompt to write about in your reflection journal.

Friday and Monday will be a similar routine. The following Friday we will celebrate and present (am and pm).

**Slide Show Categories**

**Slide 1 = Introduction**
Name/Birthday/Birthplace/Photo

**Slide 2 & 3 = Growing Up**
Dates/Drawn House/KidPix/Description

**Slide 4 = Family**
Origin/Family Info...brothers or sisters/Pets

**Slide 5 = School Life**
Strengths/Fears/Favorite Subject/What you wanted to be
Slide 6 = Entertainment  
Fashion, Sports, Toys, Music/Fads/ et c.

Slide 7 = Most Unforgettable Moments  
Marriage/Children/War/ et c.

Slide 8 = The Best Thing About  
Grandparents/Grandchildren  
What I learned about grandparents/grandchildren during this project.

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The Grandparents' Role:
Grandparents will be treated with respect by all students.
Grandparents need to have an active role in both sharing and utilizing the computer.
Grandparents should ask their grandchild questions.
Grandparents should help students refer to checklist for completion of the project.
Grandparents should fill out reflection journals.
Grandparents should have a great time!!!!
Thank you so much for participating in this project.

Through this project, I hope to inspire more educators to deeply involve grandparents in their classrooms.

I truly feel that YOU are an untapped resource in education.

THANK YOU! THANK YOU! THANK YOU!
Appendix S

Power Point Checklist

Names: ____________________  Date: __________

Slide Show Categories Checklist

Slide 1 (Introduction)
*Use complete sentences.
Student

_____ Full Name
_____ Birthday
_____ Birthplace
_____ Photo

Grandparent

_____ Full Name
_____ Birthday
_____ Birthplace
_____ Photo

Slide 2 (Growing Up)
Student

_____ Dates you’ve lived there
_____ Drawn House-KidPix
_____ Description (2 sentences)

Grandparent

_____ Dates lived there
_____ Drawn House-KidPix
_____ Description (2 sentences)

Slide 3 (Family)
Student

_____ Family Info. (2 sentences)
_____ Pets/animals
_____ Photo

Grandparent

_____ Family Info. (2 sentences)
_____ Pets/animals
_____ Photo

Slide 4 (School Life)
Student

_____ Strengths/Fears
_____ Favorite Subject
_____ What you want to be
_____ clip art

Grandparent

_____ Strengths/fears
_____ Favorite Subject
_____ What you wanted to be/What you became
_____ clip art
Slide 5 (Entertainment)

Student

Choose 3 to write about.

*Fashion
*Sports
*Toys

Grandparent

Choose the same 3 to compare.

*Music
*Fads
*Etc.

copy/paste

Slide 6 (Most Unforgettable Moments)

Student

Write 3 sentences.

*Marriage
*Children
*War/ etc.

Grandparent

Write 3 sentences.

*Marriage
*Children
*War/ etc.

Slide 7 (The Best Thing About Grandparents/Grandchildren)

What I learned about grandparents/grandchildren during this project.

Student

Write 2 sentences.

Grandparent

Write 2 sentences.

*Remember to use complete sentences, watch your spelling, be creative, and have FUN!
Appendix T

Examples of Reflection Prompts

Reflection Journal

May 7th:
What did you learn about your partner?
What did you learn about computers?

May 9th:
What did you learn about your partner?
What did you learn about computers?

May 12th:
What is the best thing about your partner?
What did you learn from this project?
Appendix U

Sample Technology Project

**Grandparent Project**

Month, Day, Year
City, State- Hospital

First Middle Last

(Student/Grandparent writes a paragraph and draws a picture of his/her house in Kid Pix Deluxe 3 program to put in power point.)
Student’s paragraph about his/her family.

Grandparent’s paragraph about his/her family.

---

Student writes a paragraph about what school is like and what they want to be when they grow up.

Grandparent writes a paragraph about what school was like, what they wanted to be when they grew up, and what they ended up doing.
Entertainment

Student writes a paragraph about what they do for fun. (They explain their favorites)

Grandparent writes a paragraph about what they use to do for fun. (They explain their favorites)

Most Unforgettable Moment

Student writes a paragraph about their most unforgettable moment.

Grandparent writes a paragraph about their most unforgettable moment.
The Best Thing

Grandparent writes a sentence telling the best thing about the project.

Student writes a sentence telling the best thing about the project.

(Digital photos of grandparent and student working on the project)
Appendix V
Learners Evaluation

Grandparents as Learners Evaluation

What did you like the most about being a learner?

What did you like least about being a learner?

How could we make this program work even better next year?

Additional comments:
Grandparents In Education Project
Evaluation
(Grandparents)

What did you like the most about this project?

What did you like least about this project?

What did you learn by being in this project?

How could we make this project work even better next year?

Additional comments:
Appendix X

Project Evaluation for Parents

Grandparents In Education Project
Evaluation
(Parents)

What did you like the most about this project?

What did you like least about this project?

What did you learn by being in this project?

How could we make this project work even better next year?

Additional comments:
Appendix Y

Project Evaluation for Students

Grandparents In Education Project
Evaluation
(Students)

What did you like the most about this project?

What did you like least about this project?

What did you learn by being in this project?

How could we make this project work even better next year?

Additional comments:
Appendix Z

Project Evaluation for Others

Grandparents In Education Project
Evaluation
(Other: administration/community)

What did you like the most about this project?

What did you like least about this project?

What did you learn by being in this project?

How could we make this project work even better next year?

Additional comments: