UNIVERSITY OF CALIFORNIA, SAN DIEGO

Picture This:
Developing Deaf Students’ ASL and Written English Through Picture Journals

A thesis submitted in partial satisfaction of the
requirements for the degree Master of Arts

in
Teaching and Learning: Bilingual Education (American Sign Language-English)

by

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The thesis of Jessica Ann Jabali is approved and it is acceptable in quality and form for publication on microfilm and electronically:

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Chair

University of California, San Diego

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ABSTRACT OF THE THESIS

Picture This:
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by

Jessica Ann Jabali

Master of Arts in Teaching and Learning:
Bilingual Education (American Sign Language- English)

University of California, San Diego, 2009

Professor Tom Humphries, Chair

In the field of deaf education, deaf and hard-of-hearing students often struggle with written English. Additionally, due to budget cuts and lack of funding, the Arts are being taught less frequently in the classroom, which can affect students’ performance in many academic areas. Using Visual Arts and English Language Arts together, the curriculum promoted deaf students’ written
English and American Sign Language (ASL) skill development through picture journals in a bilingual education classroom.

Students had opportunities to learn about visual arts while experiencing drawing, photography and digital images as they created ideas for their stories in a cooperative learning environment. They created stories in ASL and English and received peer feedback about them. Data collection for this study consisted of field notes, teacher generated rubrics, and student work samples.

An evaluation of the picture journal curriculum showed the students improved both their written English and ASL skills during the implementation. The students chose a picture based on their interest and used their motivation of the topic to create short story. They worked collaboratively with partners during different the curriculum and changed their attitude towards the writing process. During ASL presentations of the students’ stories, observations showed improvements in their presentation skills and ASL development.
I. Introduction and Overview

This thesis focuses on deaf and hard-of-hearing students developing their American Sign Language (ASL) and written English skills through the use of picture stimulus prompts and journals. The curriculum is developed for the English-Language Arts and Visual Arts content areas for primary elementary grades. My intention is for my curriculum to help deaf and hard-of-hearing students develop their ASL and written English skills with the help of using pictures, to enhance their writing. The curriculum will help them to learn how to collaboratively work together and give positive feedback about their writing and journal stories. Students will learn how to search the Internet for photos, and use a camera in order to capture their own images to use in their journals. They will also learn to create multiple drafts of their writing, and to edit their stories in ASL and English, so at the end of the unit the students can present their favorite story from their journal.

I decided to construct my curriculum to consist of three units that focus on English- Language Arts and Visual Arts content. The first unit will be an introduction to visual arts and photographs. Students will learn how pictures enhance writing as we discuss images in books and what they mean to the story. They will also create their own pictures for journal writing with a camera, personal drawing, picking a clipping from a magazine, or printing clip art from the Internet, etc. based on the students own interests. They will then use their pictures to discuss and brainstorm topics for their writing.

The second unit will focus on students developing their ASL skills. They will do this by creating their stories in ASL, videotaping themselves signing the story, and
working collaboratively with partners to enhance or edit their stories. The students will also write their stories in written English in their journals. The students will create many different drafts using pictures on different topics, writing about them in their journals, and sharing them with their partners to receive positive feedback. The third unit will focus on the presentation of each student’s final draft of a story of their choice. Students will present using ASL and students will generate discussion and questions about the topics. Following each presentation, students will create their own visual images of the topics and then write about them in English in their journals.

The goals for my thesis are the following:

1. To motivate and improve students development of written English and ASL through the use of photographs.

2. To promote ASL development through student-created stories using their own interests.

3. To encourage collaborative learning with peers by sharing student’s stories and receiving feedback from partners.

My approach makes use of the theories of Gardener’s Multiple Intelligences, comprehensible input, intrinsic motivation and collaborative learning. I chose each of these theories, because I believe they are important in teaching deaf children using a bilingual approach to education. In a different section of the paper, each of these theories will be described and discussed in more detail as to how they are connected to deaf education and my curriculum. In addition, since both languages, American Sign Language and English will be used in the classroom; I begin by discussing my approach to educating deaf children bilingually.
II. Why Bilingual Education?

Based on my experience in deaf education classrooms and working with deaf students, I have seen a wide spectrum of ways to teach, ranging from ASL only to the oral approach. Neither of the two seems to be in the best interest of the student, and I have realized that there is a great need for change in the area of deaf education. My approach to the education of deaf children is a bilingual approach; two languages are being taught in the curriculum and both languages are being used in the classroom. In a deaf bilingual teaching approach, American Sign Language and written English are the languages used. I will begin by briefly discussing bilingual education and deaf bilinguals and will then move into arguments of research, pedagogy, and socio-cultural benefits for educating deaf students bilingually.

Bilingual education is the most friendly to variations in cultures. America is a multicultural and multi-lingual country, regardless of whether everyone acknowledges this fact. “One in four U.S. students now lives in a household where a language other than English is reportedly spoken” (Crawford, 2004, p. 4). The Educating English Learners book by Crawford (2004), states that six states in the United States have more than two-thirds of the population foreign-born and their native language continues to be spoken at home. In the United States, the language other than English that is primarily debated is Spanish (Perez, 2002). Therefore, in the late 20th century something had to be done to accommodate for the language shift to Spanish and the high numbers of immigrant children in the education system who were English language learners.

It began with a huge push for English only and an all-oral approach to teaching foreign students the English language. Children from minority backgrounds were not
becoming fluent English speakers because they only spoke English at school. Bilingual education was not meeting the needs of the Spanish-speaking students, and the numbers were rising for limited-English-proficient students in schools, as was the achievement gap. There are other components to teaching English as a second language that professional educators need to consider when developing a bilingual approach: speaking, listening, reading and writing. There is also a cultural aspect that plays a key role in bilingual education. “Simply put, programs for English learners must make school comprehensible, enabling students to do academic work appropriate to their age and grade while they acquire a second language (Crawford, 2004, p. 16). Grosjean states that a bilingual is one who regularly uses two or more languages and people who need to use two or more languages in their everyday lives (1992). Bilinguals can be viewed in a holistic and fractional view. The fractional view sees a bilingual as having two separate languages that can be “isolable language competencies” or “two monolinguals in one person” (Grosjean, 1992). The holistic view cannot be separated into parts, and is not the sum of two complete monolinguals.

Different bilingual programs were created in response to the achievement gap and research from Krashen and Cummins in regards to educating language learners. The continuum ranged from complete submersion; 100% English all the time, to the transitional approach; using the native language and sheltered subject matter up to 50% of the time with ESL pull out and continued literacy in the native language (Crawford, 2004, p.42). Another model that is the most friendly to bilinguals is the two-way bilingual education approach that groups together English language learners and native English speakers who are taught in both languages, using peer tutoring and involving
their families. The idea is to not devalue the students home or native languages and to keep family ties close at home by being able to communicate in the native tongue.

Similarly, there is another language that has been around for many years, but is often overlooked: American Sign Language. Many deaf people in America are oppressed for being deaf, as well as because they use ASL. In contrast to Spanish speaking or other foreign languages that can be preserved through home language and culture, this is not the case for deaf students who traditionally come from hearing parents that do not sign. “Since most deaf children have hearing parents, it has been traditionally in the residential schools instead that they found their ‘roots’--- especially, of course, their minority language” (Lane 1999, p.107 in Perez, 2002).

At the Milan Conference in 1880, a big protest took place that opened up discussion on the approach to teaching deaf children. The Milan Conference had a very hearing perspective with lots of oral-only push for language and as a result sign language was banned from classrooms during the first half of the 1900’s. The schools all taught an Oralism approach and manual language, such as ASL was not allowed or taught. Deaf students were falling further behind their hearing peers as they could not understand teachers or make sense of the information being taught. Eventually, Signed Exact English (SEE), a manual code used for teaching deaf students became popular in the 1970’s, which is a signed exact order of spoken English. In Livingston’s Rethinking the Education of Deaf Students (1997), a deaf graduate in Deaf Education from Lamar University discusses her frustration with hearing teachers using Signed English to teach deaf students:
Hearing teachers would try to teach a lesson using Signed English, then when the Deaf child did not respond with comprehension, the teacher would simplify her English even more, thus watering down the concept she was trying to teach...As a result, the deaf children that I observed were deprived of interesting and challenging content in their curriculum (D. Shoemake, 1992, p.3 in Livingston, 1997, p. 1).

Mahshie (1995) discusses in her book, *Educating Deaf Children Bilingually*, that the manual code, SEE, is not a natural language for deaf children. “There is substantial evidence that they [manual codes] are processed in the brain differently from the natural language, be it spoken or signed (Mahshie, 1995, p.123). The following approaches to deaf education are still in practice today, even though after the late 1980’s, ASL began to be more prominent in more classrooms and sign language was helping deaf students obtain complete access to language. In 1989, Johnson, Liddell and Erting, asserted that “ASL should be the first language of Deaf children, that English should be taught according to the principles of teaching English as a second language (ESL) and the ultimate goal of the system is well-educated, bilingual [in the use of ASL and written English] children (p.15, in Livingston, 1997, p.8). Even though, the bilingual-bicultural approach has been around for many years, in the past 10-15 years, has become more acknowledged in the field of deaf education.

Those familiar with bilingual education might assume this is referring to teaching English and Spanish, but this is not the case for deaf individuals, where American Sign Language is the natural language. In bilingual education for deaf students, ASL and English are both taught and used in the class, instead of Spanish and English. The deaf bilingual approach continues to use both languages all the way through high school when the student graduates. The traditional bilingual approach for the deaf would place the
student into mainstream classes once they had acquired enough English reading and writing skills, therefore, it might become socially and culturally detrimental for the student if the student does not associate or interact with his/her deaf peers in the school setting. It is assumed that students of Spanish or Filipino origin continue learning the culture and language at home through their parents or by attending culturally rich community activities. On the other hand, deaf students do not necessarily have that opportunity because about 90 percent of deaf students come from hearing families. There are various considerations that contribute to the argument for using bilingual approaches for educating deaf children and these are based on research, pedagogy and the socio-cultural benefits.

Research shows evidence of successful bilingual education approaches for the deaf, such as, Cummins’ theories of interdependence and basic interpersonal communicative skills (BICS) and cognitive academic language proficiency (CALP), as well as discuss Mayer & Wells (1996), Strong & Prinz (1997), and Chamberlain & Mayberry’s (2008) research that relates to ASL and English correlation.

Cummins’ Interdependence Theory, proposes that the development of competence in a second language is partially a function of the type of competence already developed in the first language at the time when intensive exposure to the second language begins (Cummins, 1979). This theory supports using ASL for instruction, but also teaching English and ASL at separate times is crucial for the child to fully develop in an additive linguistic approach. This theory is applicable to deaf bilingual education because a student needs their first language to help bridge them to a second language. In a journal article written by Cummins, he discusses that the cognitive and academic
benefits of bilingualism can be achieved only on the basis of adequately developed first language skills (Cummins, 1979).

Another principle that I believe is very important to language acquisition, especially in bilingual programs, is that of basic interpersonal communicative skills (BICS) and cognitive academic language proficiency (CALP) (Cummins, 1996). BICS is the playground language that children develop by communicating with each other during play on the playground, between classes or at home. This language “enables them to make friends, join in games and take part in a variety of day-to-day activities that develop and maintain social contact” (Cummins, 1996, p.56). BICS takes about two years to achieve conversational proficiency.

CALP is the classroom language that associates with “higher order thinking skills, such as hypothesizing, evaluating, inferring, generalizing, predicting, and classifying” (Cummins, 1996, p. 57). CALP takes about five to seven years to develop academic proficiency, which is why bilingual programs are helpful to second language learners because they can stay in the program longer enabling the student to acquire the CALP skills.

The ideal teaching format for students in a bilingual program, in order to help the child acquire both BICS and CALP, is to go from a cognitively undemanding/context embedded situation, such as the playground to a cognitively demanding/context embedded situation, such as a classroom with lots of visual images, group work and discussion. Then, slowly we can move the child to a cognitively demanding/context reduced situation such as writing an essay once they have acquired both BICS and CALP.
According to Cummins, “students who have not developed awareness of the role of such linguistic cues will have difficulty interpreting meaning in de-contextualized settings where interpersonal or non-linguistic cues are lacking,” (Cummins, 1996, p. 56) which is why bilingual education stresses the development in both BICS and CALP before placing the child in mainstream. In a deaf education setting, children need a strong foundation and fluency in ASL in order to develop BICS so they can transfer it over to learning English and developing CALP.

In a bilingual-bicultural teaching approach ASL and English language are used, which is why research on the correlation between the two is so important in teaching strategies for deaf students. In Mayer & Wells (1996) article they say that a deaf child can acquire literacy in written English without first or simultaneously needing access to English in its spoken form. Therefore, a deaf bilingual program can teach written English to deaf students without needing access to phonics or phonemic awareness. This does not mean that phonics is not taught to deaf students, but there is not as much emphasis on the auditory modality of the language before students begin focusing on written English. They also say that learning written English will be facilitated in utilizing ASL as the language of instruction (Mayer & Wells, 1996). In my curriculum, students will be taught in ASL and the comprehensible input learned will be transferred to written English. The bilingual approach for teaching deaf students emphasizes both languages and makes connections across the languages, but teachers should separate the two during instruction.

The relationship between ASL skills and English literacy is evident in Strong & Prinz’s research that shows ASL skills allow for better acquisition of English literacy
The research shows a positive correlation between ASL and the level of performance on tests of English literacy (Strong & Prinz, 1997). The deaf students of deaf parents outperformed deaf students of hearing parents on both ASL and English parts of the test. When interpreted, this evidence shows that using ASL in the classroom helps with English literacy acquisition. The student is not at a disadvantage by learning ASL in a bilingual deaf education setting, but the ASL skills he/she acquires are proven to develop English literacy skills. The deaf students who have deaf parents are outperforming their deaf counterparts of hearing parents, because these students are receiving comprehensible input in ASL at home, along with written English exposure. Therefore, they score higher on ASL and English sections of tests. The bilingual-bicultural approach that I believe in using when teaching my curriculum uses this research to build the foundation for my approach. Using ASL in a deaf classroom can only benefit the child, whether it helps develop English literacy, ASL, reading skills or BICS and CALP. The students who do not have the opportunity to practice their ASL at home with deaf parents are able to use their knowledge of ASL to develop skills in reading and writing English in the bilingual classroom at school.

The most recent research by Chamberlin & Mayberry (2008) shows evidence of the correlation between ASL and English in the classroom. Results of the correlation analysis show that reading proficiency is related to both sign language proficiency and print exposure, as well as that sign language proficiency is related to print exposure. In regards to bilingual education of the deaf, this provides evidence that development of ASL and English literacy skills can be achieved by using both languages in the classroom. My curriculum will utilize these findings from the research; my students will
be developing their ASL proficiency as they have experiences with print exposure, through their own journal writing, and reading peers writing. ASL and frequency of exposure to English print will influence students literacy skills (Chamberlain & Mayberry, 2008), which is why having two languages in deaf classrooms is so important to the students’ cognitive and linguistic development.

Another argument in favor of the bilingual approach to teaching deaf students is the pedagogy. The teaching of deaf students is crucial to their development and academic success. There are many different principles, theories, frameworks and teaching strategies for educating deaf students bilingually. A few that I personally believe are important in developing a solid foundation for a bilingual-multicultural approach to teaching are: the additive approach, Krashen’s comprehensible input and affective filter, and learning through experience.

The additive approach stems from Jim Cummins Empowering Minority Students: A Framework for Intervention (1986) which offers a way for educators to change the failed attempts at bilingual education by changing the teaching approach to empower students, which can in turn lead them to academic success. Research suggests “for dominated minorities, the extent to which students language and culture are incorporated into the school program constitutes a significant predictor of academic success” (Campos & Keatine, 1984; Cummins, 1983a; Rosier & Holm, p.25, in Cummins, 1986). Students can sense whether their mother tongue is regarded as a threat or handicap or whether it is worth preserving (Crawford, 2004). It is important for educators to value students home language, as well as the minority language, such as ASL in the classroom, because students internalize stigmas of their language, weakening
their self confidence about their abilities. This causes them to feel forced to choose between home or school language, which is not conducive to academic performance. In particular, for deaf students of hearing parents, whose families use spoken English at home it is important that the classroom teacher empowers the student through a bilingual deaf education approach, where both languages are valued.

My curriculum will provide an additive approach to cultural and linguistic incorporation by teaching American Sign Language and English as a bilingual approach to teaching. I will separate the languages during instruction as needed, but will primarily teach students in their native language, ASL, for classroom instruction. I want learning to be a reciprocal interaction with many hands-on, differentiated and exploratory instructional lessons for my students. I want my students to learn through doing, instead of having to be told by the teacher what they need to know. I want the learning to take place in a whole-class and small group setting.

In the additive approach to teaching deaf students reciprocal interaction-oriented pedagogy is used to empower students using collaborative learning, and small group settings (Cummins, 1986). In order for my students to be able to have reciprocal interactive learning experiences, I need to use comprehensible input so my students understand the messages and information discussed in class. Comprehensible input is when second language learners make sense of messages just “beyond the competence of the listener, who must strain a bit to understand (Crawford, 2004, p.189) According to Steven Krashen, “the knowledge children get through their first language helps make the English they hear and read more comprehensible. This results in more English language acquisition” (Crawford, 2004, p.237). Deaf students are not always hearing the spoken
English, but they still need the information in a way that makes sense to them to help them transfer skills to English acquisition. “What counts most is the quality of second-language exposure, not the quantity” (Crawford, 2004, p. 189).

When teaching second language learners, and trying to make content comprehensible, there is a negative influence that can interrupt the functioning of the language acquisition (Crawford, 2004). This is known as the affective filter, which may include anxiety, lack of self-confidence, and inadequate motivation to speak the second language. These barriers can hinder students, making language acquisition difficult, because the comprehensible input in the student’s native language is not getting through. Unfortunately, because ASL is a low status language, many deaf students that use ASL can have a low self-esteem that coincides with learning and specifically learning English. When teachers point out the students’ errors in language, this can also create more obstacles in their language acquisition, because this can heighten their self-confidence.

The affective filter can be a barrier in bilingual education, but when using the additive approach to education, students will feel like their language is valued because both languages are used in the class, and the teacher and peers will provide models of language for the student. My curriculum will provide comprehensible input, because I am using both ASL and English to develop students’ writing. They have the opportunity to use their native language, ASL to sign their story, and then they can transfer their comprehensible input to written English in their journals. The students will also use reciprocal teaching/collaborative learning when they edit, in order to decrease the effects of the affective filter. Lastly, to aim at fostering a low affective filter in my classroom
the activities should be engaging and exciting. The students should be able to feel comfortable, express their ideas and opinions in a safe setting and not feel devalued.

The last pedagogical principle that is important in creating a bilingual-multicultural teaching approach for deaf students is **learning-through-experience** activities. The meaningful experiences that take place in the classroom are important for deaf students, because so much language is modeled between the student, peers and teacher. Mundane things like ‘everyday talk’ about a topic, brought up in class are important for deaf students of hearing parents, because they are not experiencing this in the home setting (Singleton & Morgan, 2004 in B Schick, M. Marschark, & P.E. Spencer, 2006). For hearing students, learning primary language in school is not common, but for deaf students, learning ASL is common. “Through narratives, teachers can share real-world experiences and hypothetical situations and analyze complex situations with their students” (p. 364).

Other projects that provide deaf students opportunity to learn-through-experience are the Language Experience Approach (LEA) and field trips. The LEA is used in classrooms with diverse backgrounds and when implemented, it becomes child-centered, inquiry-oriented, and meaningful to both students and teachers (Schleper, 2002). The class picks a topic of interest, the class participates in the experience, the students dictate the experience back to the teacher who writes it down into sentences, and then students make books about the experience. The LEA is “student-initiated experiences and reflective inquiry that better afford us the opportunity to facilitate more authentic language and literacy learning” (Schleper, 2002, p.3). The teacher leads from behind and the students make the decisions about the activities. This learning experience is a great
way to use both ASL and English in the classroom, because ASL is used for the class discussion and English is used when the teacher writes about the experience. The written text can be made into books by students and used for developing English literacy skills.

Also, field trips are great ways for deaf students to learn-through-experience, because there are so many real-world connections that can be made depending on the destination. For deaf students, field trips to everyday places like McDonald’s, the bookstore, or grocery are great ways to associate with the majority population, and interact with hearing people who are not familiar with sign language. These trips allow the deaf students to learn to communicate in other ways besides sign, in order to function in the real world. The students can use paper and pencil or gestures to order lunch or buy a book. They also get to use real money to make their purchases, which involves other content areas such as mathematics. Many learning-through-experience activities can overlap into other content areas, but the main focus is for hands-on, interactive, and rich learning experiences using both ASL and English languages. Pedagogy is very important when teaching deaf students with a bilingual approach. But, if teachers just use approaches and principles, such as the additive approach, comprehensible input, low affective filter and learning-through-experience it will not be enough. The social and cultural influences are also key elements to deaf bilingual education success.

Besides research and pedagogy the socio-cultural benefits play a crucial factor in the bilingual and multi-cultural education of deaf students. There are many social and cultural benefits to using a bilingual-multicultural program to educate deaf students, such as the need for two different languages in two different worlds, development of deaf identity and the equality of two languages and many cultures.
Bilingual education instruction gives, “the best of both worlds… giving the student a chance to become fluent in two languages and to excel academically at the same time” (Crawford, 2004 p. 47). The students will learn to value both English and ASL as well as maintain a tight home language structure with their parents. Many deaf students, who come from Hispanic backgrounds, also have the opportunity to become multicultural or multilingual if Spanish is spoken or read at home. The bilingual program will teach the deaf child two languages: ASL and English. This will allow the student to communicate in both the hearing and deaf world. The deaf population are often laughed at or oppressed in the majority community because they cannot communicate when interacting with hearing peers. They go into a restaurant and may not be able to order self sufficiently, because they cannot read or write. The deaf student who has English literacy skills will be independent in their daily lives when interacting with hearing people in the majority population. The student can communicate through writing, gestures, or mouthing the English words, because they learned how to read and write. They can also read the closed captioning on the television, public service announcements, and newspapers in order to have full access to information in the community.

Grosjean & Miller (1994) discuss in their article, “Going in and out of languages: an example of bilingual flexibility” how bilinguals can function in monolingual mode: speaking and writing to monolinguals, but at the other end of the continuum they can function in bilingual mode: communicating with bilinguals. When the student is communicating with his/her deaf peers they will have full access to language by using ASL to converse. In the bilingual classroom, deaf students will use ASL to collaboratively work with classmates, give presentations, or communicate with peers on
the playground. At home, the student from deaf parents can communicate fully in ASL, as opposed to the student with hearing parents who has options, depending on if their parents or siblings know ASL. The deaf child is benefitting from the bilingual approach to teaching deaf education because socially he/she will have full access to communication and language in both the hearing and Deaf world.

Traditionally, the deaf classroom is filled with many different cultures that each need to be valued, especially the culture of Deaf\(^1\) people. Deaf children need to be taught about deaf culture, because many come from homes that do not have deaf parents or siblings to make them aware or educate them about the Deaf community. Deaf and hearing teachers in deaf education classrooms play an important role in fostering and promoting deaf identity. Students need to be exposed to other deaf students, adult Deaf figures in the community, as well as Deaf poetry, storytelling, etc. Deaf students who come from hearing parents and families are at a disadvantage, because they may not have access to the Deaf community, culture or language at home, if the family does not sign. This puts the sole responsibility on the classroom teacher to inform and educate the deaf student about their Deaf identity. It is so important for hearing teachers to possess the knowledge about Deaf culture in order to educate deaf students. Also, “teachers must be trained in new ways and new subjects, and means must be found for greatly increasing the numbers of teachers and administrators drawn from the deaf minority” (Lane, 1999, p.173) so deaf children can learn about Deaf culture in a bilingual education setting and interact with Deaf individuals.

\(^1\)“Deaf refers to a culture and community of people as opposed to “deaf” that refers to a disability.”
Lastly, the equality of both languages and cultures is crucial to the students’ social and cultural wellbeing. According to Crawford, “a bilingual-bicultural curriculum, merely by recognizing the value of a minority language and culture, can enhance a LEP child’s self-esteem and provide a more comfortable environment for English acquisition” (Crawford, 2004, p. 192). In order to assure that students are successful in deaf bilingual-multicultural education programs we must respect ethnic diversity, use cross-curricular thematic units of study, and have meaningful involvement for parents and the community. “English learners are recognized for the valuable skills they bring from home and are encouraged to share with other students. Playing this role can enhance their self-confidence and enthusiasm for school, with positive effects on achievement” (Crawford, 2004, p. 48). It is important to support and model the correct uses of ASL, because ASL can support English acquisition. In my curriculum, both ASL and English will be used and supported through use of collaborative learning with peers, signing the story in ASL on videotape and then writing it in English print. Additionally, to supporting both languages, the languages must also be respected and neither should be labeled as better than the other. By using the pedagogical approaches and teaching strategies that I have previously mentioned, teachers can create a positive, respectful and comfortable learning environment for deaf students.

I have discussed the research, pedagogy and socio-cultural benefits of using a bilingual-multicultural approach for teaching deaf children. The environment should provide full access to both languages, deaf identity, comprehensible input, collaborative learning, and Deaf role models. If all these things and plus many more are incorporated into the classroom environment it will foster rich and comfortable learning for deaf
students. To do so, we need to have curricula that are rich in content, culturally and linguistically and provide opportunities for deaf children to learn both ASL and English.
III. Assessment of Need

In general, it is acknowledged in the field of deaf education that most deaf and hard-of-hearing students are visual learners and benefit from information being presented to them in a visual manner (Luckner, Bowen, & Carter, 2001). Through use of graphic organizers, shared experiences, Language Experience Approach and realia, deaf students are becoming more successful in classroom learning. I wanted to use visuals in my curriculum, because by adding the visual modality, along with “through the air” (ASL) and writing, students will have more opportunities to receive comprehensible input. There needs to be more than just “through the air” and written English to help students make sense of information, which is why I think the visual modality of learning is important when working with deaf students. Also, language acquisition only takes place when the student understands the message in their target language, so we must focus on what is being said, rather than how it is said (Krashen & Terrell, 1983). Aristotle once said, “the soul never thinks without an image” (Arnheim, 1969, p.12), which is why from my experience my students are always more involved and respond better when an image is present during a discussion or story. Therefore in my curriculum, I have decided to put more emphasis on the visual images and stimuli that the students are using to help create stories, than I am on linguistic input.

The notion that deaf children have a hard time with writing or written English is widely acknowledged in the field of deaf education. Deaf students who are native in ASL, are not exposed to a written form of their language, so when it comes to learning written English it might be harder for the student, because they have no prior experience
with print. Many researchers such as Padden & Ramsey (1998), Strong & Prinz (1998) and Mahshie (1995) have been trying to figure out the most beneficial teaching strategies for the transfer of ASL to English print. ASL has a different grammar and syntax, so when students are learning the fundamentals of the English written language, it can be very confusing, because it is so different.

Deaf students of hearing parents who have not had previous experience with ASL in bilingual education environments are learning both ASL and written English. Many deaf students come from households where the English language is not even being used in the home. One in four children in the United States lives in a household where another language other than English is being used, (Crawford, 2004, p. 4). Elementary deaf students of deaf parents have regularly acquire ASL as their first language, but are in the process of learning written English when they enter school. Language acquisition happens when a child is young and the language is used for real communication, subconsciously (Krashen & Terrel, 1983). Language learning is the formal teaching of a language, such as the English language to a second language learner, knowing how to use the language correctly and consciously thinking about it. What is missing at home and in the classroom are the activities to help promote the acquisition and learning of ASL and written English. The Bilingual education approach uses both languages to teach children. My curriculum will include activities that use visual images and picture journaling to help develop deaf students ASL competency and written English development so that the literacy skills acquired in the first language, can transfer to the second language.

I observed a need for this curriculum from my own experience when I was doing an internship at a residential school in a 1st grade classroom a few years ago. My
cooperating teacher was very adamant about documenting the students’ field trips and
day-to-day classroom activities through photographs, printing the pictures and then, later,
having the students write about the pictures in their journals. The students tended to
write more, because the picture helped them recall vocabulary and memories that they
could write about. I thought it was a great idea to use pictures in everyday class writing,
such as journals and visual writing prompts to help the students enhance their writing.

My former cooperating teacher “started using the Polaroid in 1976. This is based on the
old deaf school ‘experience story’ model.” She has been using pictures to enhance
students writing and ASL development for decades. She saw a need for this and began
using visual stimuli in her classroom to develop deaf students writing.

You can add movies of the students doing signs or stories too. I tend to do
a little of that and focus mostly on written journals. The students need the
background knowledge and experience (thus the photo and they are
thrilled when it involves self and friends) The pictures give the experience
in a relevant manner and then the students can sign their ideas and
language in the air and we can translate together to the written form.
Chaining and linking print to sign” (personal communication, with
Cooperating Teacher, November 18, 2008).

I remember my own experiences with writing as a child, and how I would get
writer’s block when my teacher gave me a cold topic. I was not motivated to write about
things I was not interested in and I certainly could not visualize something, especially if I
had never experienced it. Therefore, I feel that there is a need for students to use pictures
in their writing to enhance and develop the writing process. English language learners
can have a harder time writing in English, because they cannot remember a word or
cannot visualize what they are writing about. Through use of picture journals, students
can use the picture to spark ideas for writing and the language flow will follow because they want to talk about their ideas with friends or get approval from the teacher.

Also, ELLs lack motivation to write because they feel they cannot express in writing what they want to say. In my curriculum I will allow my students to draw pictures of words that they do not know how to spell and during editing, the teacher and student or student alone can come back to the word and use a dictionary or partner to help find the spelling of the word. If we let students pick their own pictures or take pictures of things they are interested in, they might have better opportunities for successful writing. Language “is best taught when it is being used to transmit messages, not when it is explicitly taught for conscious learning” (Krashen & Terrell, 1983, p.55). The classroom is the source of input for students; it is the place where they get comprehensible input to help with their language acquisition. It is important for second language learners to see pictures of images or photographs so that they can understand the experience and therefore, talk or write about it. The pictures can help make the information more comprehensible to the deaf student.

Through my personal observations during my student teaching, in a Kindergarten and a fourth and fifth grade placement, I have noticed that students have a harder time writing about something that they do not have an interest in. But, if students are given multiple topics to choose from, or if they choose their topic, they become more motivated to write. The students also elaborate more in their writing when there is a picture, because they can use it to help recall vocabulary, create a plot, character development, or to add detail to their writing by visualizing the story.
In general, based on my experience in the field of deaf education, students are rewarded for everything. In speech, if they say a word or sound right they get a prize. In math, if they ace their multiplication tables, they get a reward. And on spelling test, if the student gets 100 percent correct they get a prize. In their day-to-day classroom work, students are often extrinsically motivated by rewards and prizes. This seems to be due to the fact that they may not have the deaf role model at home encouraging them to do well in school so that they can go to college in the future. Some deaf students barely have communication with one parent through basic ASL vocabulary at home. I feel this is a very important need in deaf education and therefore have decided to implement writing using photographs and intrinsic motivation which stems from the students’ interests in the topics they choose.

Along with the need demonstrated for more visual activities to help deaf students develop their written English and ASL skills, the California state framework and content standards also mandate writing skills and visual arts to be taught in the primary grades. Kindergarten through third grade all have English-Language Arts standards that align with writing. In the Kindergarten and first grades, the standards focus on penmanship, basic writing strategies, such as brainstorming and prewriting, as well as the students’ focus on presenting stories and relating to personal experiences (CA Content Standards, English-Language Arts, 2007). The second and third graders focus on revising and editing drafts, creating paragraphs, and narrative and story development, such as characters, plot, setting, etc. The standards for the older primary grades also show the need for retelling stories and relating to the experiences of others.
My curriculum uses the visual arts framework as well, which is becoming less frequent in elementary schools due to budget cuts and the overwhelming need for more reading, math and science in the classroom. The arts are very important to education and children need to learn to appreciate the arts, which is why there is a need for more curriculum tied to visual arts content. According to the author of *Visual Thinking*, Arnheim (1969), art fulfills other functions: “it makes things visible that are invisible or inaccessible or born of fantasy” and thinking calls for images, and images contain thought, which is why art is so important in students’ development processes and in education, (p. 254). The visual arts framework for the primary grades promotes the need for creative expression and communication of feelings and ideas through art, as well as the esthetic valuing of works, such as responding to and making judgments about pieces (CA Content Standards, Visual and Performing Arts, 2001). My curriculum will employ the visual arts through students’ use of pictures and visual stimuli to enhance their writing. Students will also listen to stories presented by their peers, visualize the stories, and create their own pieces of visual artwork based on their feelings and responses to the experiences shared. With the standards and needs in mind I decided to create a curriculum that focuses on the use of visual images and stimuli to enhance written English and ASL development in deaf students. However, before I could do so, I began to search for literature of existing curricula and materials to gain a better understanding of deaf students writing and sign language development.
IV. Review of Existing Material/Curricula

Typically, writing is taught explicitly by practicing writing each letter of the alphabet over and over again, until the ABC’s are accomplished. Then, begins the spelling of words and from there students construct sentences, which in turn forms paragraphs. Writing is a grueling process for both native English writers and second language learners. It is taught by having students write on a cold topic, then this writing is edited by the teacher, who uses a red marker to make corrections. The child is supposed to incorporate these corrections into their writing in the future, even though they may not understand them. Their intrinsic motivation dwindles and their confidence in their writing diminishes, leaving the student hating language arts and writing.

I have found the following curricula, which relate to my own. The first thesis uses photography with deaf students to recapture American immigration and focuses on visual learners and photographs (Levelle, 2006). The curricula taught students to use the camera to help learn about history, rather than developing their writing using the pictures. I also found another thesis that focuses on writer’s workshop with students in the primary grades (Perez, 2002). This curriculum partially relates to my topic because the lessons use collaborative learning to develop the deaf students’ writing abilities. I first looked at the goals and lesson plans of the curricula and the objective seems to be focusing on the writing process through writers’ workshop and mini lessons. I concluded that this piece is similar to my topic because it focuses on writing, but it does not involve pictures, photographs or visual images to develop the written English or American Sign Language.

During my research I found a thesis on using photographs to enhance literacy in the primary language by Lynne Hamitter. This curriculum is related to what I am doing
in that a few of the goals are similar, such as, improving oral language fluency and writing skills. Like my curriculum, the curriculum focuses on collaborative learning experiences, and “culturally responsive activities that take into account the different background and prior knowledge that students bring to each activity” (Hamitter, 1998). However, it differs in that it focuses on bilingual education of Spanish speaking children and deaf students are not involved. Also, the research focuses on using only photographs in the lesson plans. My curriculum will use different kinds of visual images/stimuli. Lastly, this curriculum includes a bunch of different projects that involved the family and culture between home and school among Spanish speaking families and students in a bilingual setting.

After looking at curricula, I thought it would be beneficial to search online at the Laruen Clerc National Deaf Education Center (CLERC) at Gallaudet University for resources and articles pertaining to deaf students, writing and visuals. I searched the database using “visual learners and writing,” as well as “using pictures to write,” and had no luck finding exact matches of articles or information related to the topics. I was able to find an article about Writer’s Workshop: “Technology provides the motivation, students provide the writing”, that was about how computers are great motivators for young students (Barrett & Stifter, 2000). There are many software computer programs available to educators that have great pictures to help spur imagination and work on writing with deaf and hearing students. The article gave a list of programs for the computer that educators can incorporate into their Writer’s Workshop programs. Unfortunately, this article did not relate much to my curriculum, as it focused solely on
technology and writing, while mine also focuses on ASL development and picture journals.

I was able to find another document on the CLERC website that was a copy of a teacher’s curriculum on children’s literature that provided a series of lesson plans for 3rd grade elementary students to work on comparing stories and feelings of characters in literature (Iuliucci, viewed Dec. 2008). The lessons used cooperative learning and the teacher videotaped her students’ role-plays during the unit and then the students watched their videos and discussed their feelings with a partner. These lessons are similar to my curriculum, because they focus on using cooperative learning in the classroom to discuss topics, as well as technology, by videotaping. It was also similar to mine because it used the students’ interests when brainstorming before they made their own personal storybooks. The lessons involved the students drawing pictures and writing about their characters as well as writing about their feelings towards the activities and experiences in a journal for homework. The focus of the children’s literature unit is not similar to my curriculum, but many individual teaching strategy components are used that are similar to my curriculum units.

I also looked on ERIC for articles relating to the field of deaf education and my topic and found three articles that were particularly relevant to “deaf students and writing” or “deaf students, writing and visuals”. The first article describes the implementation of a writer’s workshop in a deaf bilingual classroom and the process by which stories were created, revised, edited, and published in sign language and written English on videotape and paper. The activities gave students the opportunity to create and revise stories in their first language (ASL), and as a result students experience an
increased sense of ownership of their work and develop certain meta-linguistic skills that are essential to becoming effective writers (Enns, Hall, Isaac, & MacDonald, 2007). The article differs from my project in that it focuses on writer’s workshop and not collaborative learning. Also the article uses the videotaping to document the students ASL development and story, as well as written English, but it does not touch on using visual stimuli or images as prompts for writing or to enhance the writing.

The second article, I found on ERIC, directly relates to my curriculum as it uses visual tools to increase the written language of students who are deaf (Easterbrooks & Stoner, 2006). I also learned that the project was an empirical research test to measure writing samples of students written language to determine if there was an increase in their descriptive writing as measured by adjective and verbs. The visual tools given to the students were “age appropriate action pictures.” The research suggests that deaf and hard-of-hearing students typically lack descriptors in their writing, so these researchers tested this with student writing samples. This does not match with my curriculum because this research does not focus on ASL development of deaf students, nor do the students have a chance to edit or revise their writing. It focuses on single tests of student’s writing ability based on visual stimuli. Also, the visual tools used in this project are just one kind of visual stimulus incorporated into my project. Lastly, this project focuses on researchers testing the students independently, and my project will focus on collaborative learning for written English and ASL development.

The last article that I reviewed on ERIC, did not directly relate to my curriculum, but I did find that the deaf students who kept dialogue journals in pairs with other deaf and hearing students in public schools saw improvements in the quality of deaf students’
writing (Kluwin & Kelly, 1991). The change over time was evident in the syntactic and content complexity. I have concluded that journaling, regardless of whether a picture is involved or not, can develop deaf students’ writing skills over time.

In addition to the curricula I found online, I had the chance to speak with my old cooperating teacher in my review of existing materials and curricula and was fortunate to learn how she uses pictures in her class to enhance students’ writing. The following is regarding taking students’ stories in ASL and turning them into English print by chaining and linking the print to sign and then presenting their stories:

The pics give a prompt for writing- it gives them concrete subjects and details- the pics are fun---prompts work well too when not using the pics. This writing is different because it is a personal diary and reflection. Visual is the best mode of course- that is why active or smartboard is key- it is the mode of instruction. We write all day in every subject. It is important to vary this with "oral" (sign presentations, different modes of publication (power-points, YES my students make them themselves) etc. Publication is a key component and it is great to do pair/share to expand ideas, (personal communication with Cooperating Teacher, November 18, 2008).

After viewing old and current research, searching keywords online in journals and books, looking through theses and communicating with past educators, I still feel the need for developing deaf students’ written English and ASL is not being met. My curriculum will not only incorporate many of the previously mentioned components, but also use collaborative learning, writing in English print and development of ASL skills through the use of pictures or visual stimuli. In order to make sure all my students have access to the language and curriculum, I will also use a deaf bilingual/bicultural approach for teaching these students.
Based on the need for developing writing and ASL through the use of pictures and visual images my next step is to search for research that relates to the problem I identified and possible applications of this research to designing a curriculum. I identified several key learning theories that form the foundation for my curriculum.
V. Relevant Research & Key Learning Theories

When focusing on deaf students writing and language development many theories and approaches could be used, this is because most of these deaf students are English language learners and are being taught in a bilingual classroom where two languages are present. The learning theories that I believe apply most to my curriculum and need to be embedded in my approach to make it successful are Gardener’s Multiple Intelligences, comprehensible input, collaborative learning and intrinsic motivation. Here, I will describe briefly, each learning theory and explain why it needs to be included as a foundation for my approach.

Gardener’s Multiple Intelligences was developed by Howard Gardener and is the idea that human beings have different kinds of intelligences, which cause people to learn in different ways. People have different cognitive strengths and contrasting cognitive styles, (Gardner, 2006). We all possess each of these skills to a certain extent, and each person differs in their degree of skills and in the overall combination of intelligences. There are a total of eight intelligences; the original seven created in the 1980’s are linguistic, musical, bodily-kinesthetic, logical-mathematical, spatial, interpersonal, and intrapersonal. Later, Gardner added the naturalist intelligence. Only five of the intelligences directly relate to my curriculum.

The first, linguistic intelligence, relates to the reading, writing, speaking and listening involved in language. The deaf students will be directly impacted by the language they use in this curriculum. There is language that must be used to work with partners, present their stories to the class, and participate in conversations about
experiences and interests. Some students are linguistic learners and learn best by talking about topics and listening or writing. Even though ASL is not a verbal language, there are still opportunities for learning through comprehension of the target language and written English used in the journals.

The second intelligence that is important to my curriculum is the logical-mathematical that deals with language and Broca’s area of the brain. This area is in charge of producing grammatical sentences, which connects to the written English part of the curriculum involved in journal writing.

The gift of language is universal, and its rapid and unproblematic development in most children is strikingly constant across culture. Even in deaf populations where a manual sign language is not explicitly taught, children will often invent their own manual language and use it surreptitiously. We thus see how intelligence may operate independently of a specific input modality or output channel (Gardner, 2006, p. 13).

The third, spatial intelligence is related to visual arts. If this area of the brain is damaged, then a person might have a hard time noticing fine detail. The spatial intelligence is important because students will be using pictures to enhance their stories and writing. They will be looking at different kinds of visual images and stimuli and they need to be able to discuss the pictures and images so they can later write about them. They will also be creating their own visual works of art in later units of the curriculum and will need to use this spatial intelligence to create detail and images.

The fourth, interpersonal intelligence, “builds on a core capacity to notice distinctions among others- in particular, contrasts in their moods, temperaments,
motivations, and intentions,” (p. 15). This intelligence is helpful for students when working in collaborative groups, so they can read their partners and work with others in an effective manner. Students whose strength is interpersonal intelligence will learn better when they use collaborative learning, because they can relate to peers experiences and give feedback based on others comments and stories.

The fifth and final intelligence is **intrapersonal**, which relates to the knowledge of a person, internally: one’s own feeling of life (Gardner, 2006). This also deals with the ranges of emotions in a person. When children create their stories in my curriculum, they will need to be able to express their emotions in their journal writing.

The implications of this research on Gardner’s Multiple Intelligences on my curriculum is that I want to approach the topics of interest in numerous ways so that I can reach all my students by activating each multiple intelligence in their brain. I want the student to have multiple representations of key concepts: “the ability of students to exhibit genuine understanding in a number of key disciplines” (Gardner, 2006, p.59). This research focuses more on an individual centered education, it focuses on the strengths of the child and teaches on an individualized basis, so the student can gain the most knowledge and benefit form the material.

The second key learning theory is **comprehensible input**, which was developed by Stephen Krashen for educating language learners (1982). This theory applies to my curriculum because most deaf students are language learners, whether they are learning written English or ASL or both, because they come from a home where neither language is used. Regardless of the language, deaf students in bilingual classrooms will have contact and exposure to two languages. They might be native to ASL, but rarely are they
fluent in written English. This theory states that using information that is understandable and comprehensible to the student will aid in learning the language. We acquire language when we understand messages and obtain comprehensible input, so it is important that the teacher makes the information comprehensible, (Krashen, 2003). Language acquisition requires no effort or work, it is effortless and involuntary, all the student has to do is understand the messages and through comprehensible input the student can acquire language with ease.

Teachers can aid in making input comprehensible by providing visuals, using pictures, realia, context clues, or collaborative learning groups. The teacher needs to “give students comprehensible messages that they will pay attention to, and they will pay attention if the messages are interesting” (Krashen, 1996, p. 4). My curriculum focuses on using the students’ interests and taking advantage of their knowledge of the world to create comprehension as we share and discuss the topics that are familiar to the students in small groups, (Krashen, 1982). I will use the students interests to make information relevant to them and give them opportunities to use their ASL to explain the content and ask for clarification in order to enhance their knowledge of the topics, directly impacting their written English.

The third learning theory, **collaborative learning**, is based on research in the field of education that focuses on students exploring topics in peer groups that are of interest to them. The students’ interests guide the exploration and they can ask questions that are relevant to them (Mason, 1970). The activities involve collaboration with peers and sometimes involve the teacher, but it must foster dialogue between the students. Mason (1970) suggests that young students, “need to share each other’s experience and this is a
need that should be as readily fulfilled in schools as elsewhere,” (p.66). Students can work in pairs or in small groups to work towards goals and objectives established by their interests and topics.

In my curriculum, students will be using collaborative learning to share their journal stories with partners or small groups as they work on revising and editing their stories. Their peers will give and receive positive feedback about their stories, and work together to create final drafts of their favorite journal story that they will present at the end of the unit.

Collaborative learning works hand in hand with intrinsic motivation, because without motivation, students will not want to learn in an individual or group setting. Collaborative learning, “involves a deep human need to respond to others, and to operate jointly with them towards an objective,” (Bruner, 1966, p.93 in Mason, 1970). I feel that collaborative learning is key in the foundation of my approach for a successful curriculum.

The fourth and final learning theory that is relevant to my curriculum is intrinsic motivation, because without the motivation to learn students will not be interested in the curriculum or the information being taught in class. Intrinsic motivation comes from the satisfaction that one gets from accomplishing a goal or completing a task. It is “based on the innate, organismic needs for competence and self-determination,” (Deci & Ryan, 1985 p.32). Emotions are related to intrinsic motivation, especially the emotion of interest, which plays a role in intrinsically motivated behavior, in that people naturally approach things that are of interest to them, (Deci & Ryan, 1985). This motivation is
evident in children, when their natural curiosity and interests energize the learning process.

Students will become interested in the topic if they are not just doing rote learning, which is why my curriculum strives on the students’ personal interests in topics and real world experiences. As a group, the class will brainstorm ideas for journal writing and then the students have the opportunity to pick a topic that interests them. They will participate in collaborative learning which can help make messages and information more comprehensible to their language-learning peers, because they are intrinsically motivated themselves about what they are learning and the topic they chose.

The theories I have just mentioned are important to teaching language learners as well as educating students in various content areas. However, in the area of elementary deaf education, I have not seen many curricula that are designed with these theories in mind. Many deaf children are taught using rote learning, in one way, involving ASL and pen and paper. The student is constantly isolated and working individually, and with the small numbers in deaf education classes it makes it hard for the student to work with peers and to learn from each other. In addition, from my own experience I have seen deaf classrooms where the teacher does all the teaching, students are not motivated to learn, no peer interaction is happening and the achievement gap continues to grow. With all these factors in mind, I decided to create a writing and visual arts curriculum that focuses on the students strengths, such as using ASL and the interests of the students to make information more comprehensible. I will also focus on the individual student and try to stimulate their different intelligences for maximum learning in an engaging and enriching curriculum.
VI. Curriculum Description

My curriculum uses picture journals, containing photos and images to develop deaf and hard-of-hearing students’ ASL and written English skills. The curriculum focused on visual arts and language arts but can be adapted for other content areas, such as science or social studies. The goal is for students to develop their English writing skills and ASL skills through use of picture journals. Students pick a photo based on their interest and then create a story in ASL or written English, whichever they are comfortable using first. If they choose ASL first, they later transfer their story into written English. If the student is more comfortable using written English first, they later use ASL to present their videotaped story to their peers for feedback. The ultimate goal of this curriculum is for the students to write multiple stories about the pictures they have chosen from their picture journals, and to present their favorite story in ASL at the end of the final unit. The curriculum also suggests publishing the students’ work at the end of the third unit. Published work can facilitate a sense of accomplishment and completion, which is important for intrinsically motivating deaf students.

My curriculum consists of three units and each unit can be taught independent of the other unit if time constraints are a problem. Each unit consists of anywhere from four to six lessons, and some lessons may have one to two different activities within the lesson. The lessons are written for a 45- to 50-minute time frame, but the teacher can always shorten the lesson depending on class schedule. The format of my curriculum consists of the goals, objectives and state standards addressed at the top of each lesson. There is also a section for introduction, materials, motivation (to draw the students into the lesson), the procedure and a conclusion. Each lesson has an informal assessment,
and modifications or challenges/extensions to the lesson, but may not always have a formal assessment. If applicable, the formal assessment will occur at the end of a group of lessons or at the end of each unit. Also, at the top of the lesson plan, the lessons have the time frame and helpful hints for the teacher.

The first unit is an introduction to visual arts. The students study different ways pictures are used in media, books, and advertising demonstrating how pictures can enhance their own writing. The students engage in hands-on experiences as they learn how to use a camera to take a photograph, draw their own artwork, and use the computer for word processing and search the Internet for clip art/stock images. Based on the students’ interest, they select, take, or draw pictures that will be used to create their stories. Afterwards, we brainstormed topics related to the pictures for their journal stories.

The second unit focused on developing the written English and ASL skills. Students began creating their story by choosing to sign it in ASL or write in their journal using English, whichever they were more comfortable using first. Then, they switched to the other mode to add details to their story and continue developing it. Later, the students videotaped their stories in ASL, and collaboratively worked with a partner, taking turns watching the video and offering suggestions to edit the stories. Students have multiple opportunities to create different drafts of stories in their picture journals using pictures they choose based on their interests.

The third unit is the culminating project and is focused on presenting the stories. Students read all their stories in their journals and then pick their favorite story. Again, they collaboratively work with a partner and the teacher to edit and revise their story.
The students will practice their final draft in ASL and each student presents their story in ASL. After each presentation, the students draw a picture of their favorite part or the story or an image they think best summarizes the story. Each student presents the picture they have chosen to write about. Three students will be picked to each ask one question about the presenters’ story or picture. At the end of all the presentations, the teacher will post around the classroom, each student’s journal entry with coordinating picture and students will do a gallery walk. The students can walk around the room and pick different places to stop to read their peers stories and see their pictures. The teacher may also choose to make a class book with each student’s picture journal entry. In this way, the students can create their own in-class library and check out the published stories to read at home.
VII. Curriculum

CURRICULUM CONTENTS

Unit 1: Introduction to Visual Arts

1.1 How Do Pictures Help Writing?

1.2 Picture This: The Art of Photography
   Label the Camera Worksheet

1.3 How to Find Pictures on the Computer

1.4 Picture- Art Centers

1.5 Brainstorming with Pictures
   Brainstorming/ Creating Stories Partner Rubric

Unit 2: Developing Writing & ASL Skills

2.1 A Student Writing Evaluations/ Journals
   Pre-Writing Survey Worksheet
2.1 B Creating Stories in ASL & Written English

2.2 Writing/ ASL Videotaping

2.3 Watching & Revising Our Stories
   Comparing Stories Partner Rubric

2.4 Creating More Stories
   Teacher Rubric for Gauging Progress of Students Work

Unit 3: Presentations of Picture Journals

3.1 Partner Feedback/ Editing with the Teacher
   Partner Feedback Rubric

3.2 Presentation Practice

3.3 Picture Journal Presentations
   Numeric Grading Scale

3.4 Picture Journal Walk & Evaluations
Unit 1- Lesson 1
How Do Pictures Enhance Writing?

Time: 45 minutes
Helpful Hints: Have sample picture collage ready before activity. (See Appendix A pgs. 156-158)

Goal:
To motivate and improve students’ development of written English and ASL through the use of photographs.

Standards:
The student responds to various texts; and is expected to describe how illustrations contribute to the text (TX-1st Grade Language Arts: Reading/Literary Response 13E).

Identify simple ideas expressed in artwork through different media and identify the use of art in everyday life. (TX- 1st Grade Arts: Historical/Cultural Heritage 3A & C).

The student composes complete sentences in written texts and uses the appropriate end punctuation (TX- 1st Grade Language Arts: Writing/Grammar/Usage 21B).

Objective: Students will participate in a scavenger hunt and discussion about how pictures enhance/help writing for the reader and then create a picture and text collage using magazine images and stories.

Materials:
- Construction Paper
- Magazines with lot of pictures for cutting
- Scissors
- Glue sticks
- Student friendly photograph
- Any picture book and book without pictures (i.e short novel)
- White board and dry erase markers
- Classroom rich with pictures and images

Motivation: Teacher will show students a picture (name/title) and ask the children to describe what they see, feel and think the picture represent. Teacher will then ask students to locate other pictures throughout the classroom. (on posters, in books, on computer, in photographs, in magazines, etc.). Make a list of all the places the students find pictures in the classroom on the white board.

Process:
1. Congratulate the students for finding so many pictures around the classroom.
2. Explain the difference between different kinds of pictures and show an example of each one. (Picture in a book. Photograph. Picture on a Poster. Picture in a magazine.) Tell students these are all pictures.

3. Ask students why they think we use pictures in our lives? Why are pictures important? What do they do? (They help us imagine things in our minds, they make stories more fun to read, they help us remember important events, etc.)

4. Show students a book with pictures and a book without pictures and ask them which they enjoy more? Which do they like better? Why? How do pictures enhance/help the story?

5. Tell students we are going to do an activity that involves looking for pictures in magazines. They need to look for pictures that are located by text or stories. They will cut out the picture and part of the text.

6. Students will go to their seats and the supply manager will bring them a pair of scissors and magazine. The student will look through the magazine for pictures and text and cut them out. If students cannot read the text, advise them to cut out the picture anyway, and we will create a sentence for the picture later.

7. After they cut out all their pictures/text, (about 5-8), they can return their magazine for a piece of construction paper and glue. (about 15 minutes max to look for and glue pictures)

8. They will return to their seat and glue their pictures on the paper any way they like. At this time they can create sentences for any pictures that do not have matching text. You can require the students to write one sentence for at least one or two pictures. They do not have to write a sentence for all the pictures without matching text.

Conclusion:
When finished, all students will share with their small groups their favorite picture and why? Where their picture was in the magazine? (on an ad, in text, on the front cover, etc.) How does the picture help the reader? (he/she can see the product, it shows the summary of the story, it helps remember the story, etc.) Have students share sentences that they made up for the pictures or write sentences as a class for a few pictures without matching texts.
Teacher will collect papers and let students know that tomorrow they will be learning how to take their own photograph with a camera, like some of the photographs in the magazine they saw today.

Assessment:
Formal: Teacher looks at all the collages and makes sure students cut out pictures and text or letters. Also, look at the sentences students wrote as a class or individually regarding the pictures they cut out that did not have matching text or if the text was too difficult.
Informal: Students answers to teacher generated questions about pictures and how and why we use them? The students answers about their collages in small groups.

** Modifications/Challenges/Extensions:  
- If students finish early they can look for more pictures in the magazine and glue on more.  
- The teacher and students may write sentences together for pictures that do not have matching text.  
- Use native language (ASL) for students during lesson and small group activities.  
- List options for answers on the board.  
  (i.e. How does the picture help the reader? 1. They can visualize the product. 2. It shows the summary of the story. 3. It shows the main character. 4. It is interesting.)  
  (i.e. Where was the picture in the magazine? 1. On the front. 2. In the text. 3. On the back page.)
Unit 1 - Lesson 2
Picture This: The Art of Photography

Time: 45 minutes
Helpful Hints: For homework the day before, ask students to bring a photograph from home (with parents permission).
Teacher can choose to use digital or disposable camera for this activity.
Make sure teacher has access to one-hour photo to develop pictures before next lesson. - Or- Use a USB cable to upload pictures directly to the computer.

Goals:
To motivate and improve students development of written English and ASL through the use of photographs.

Standards:
The student composes complete sentences in written texts and uses the appropriate end punctuation (TX- 1st Grade Language Arts: Writing/Grammar/Usage 21B).

Increase manipulative skills, using a variety of materials to produce drawings, paintings, prints, and constructions. (TX- 1st Grade Arts: Creative Expression 2C).

Identify simple ideas expressed in artworks through different media and identify the use of art in everyday life. (TX- 1st Grade Arts: Historical/Cultural Heritage 3A & C).

Objective: Students will practice taking pictures with a disposable and/or digital camera capturing 2-3 images of interest to them when taking a field trip around the classroom and school grounds.

Materials:
- Digital camera with memory card
- Disposable camera (depending on class size, enough for at least 3 pictures per student)
- White board with dry erase markers
- Computer (with USB port and USB cable)

Motivation: *Prior to class, draw a large camera on the board. Gather students on floor and ask them to bring their photograph with them, which was their homework from the night before. The teacher begins by modeling with their own photo. Ask each student to stand up and tell about their photo. Who is in the photo? Who took the photo? Where are they and what are they doing?
Process:
1. After the photo sharing activity, point to the camera on the board and ask students if they know what it is? What it does? Describe what a camera is and that its job is to take photos of events in life. (It creates pictures just like the ones we just shared in class.)

2. Show students the digital camera and the disposable camera. Ask if they can find any differences or similarities? Ask if any students have ever used a camera before?

3. Tell students today we are going to practice taking pictures with a camera. Explain that photos can tell a lot about an event or what is happening. Remember the activity the day before, when we found pictures next to text in the magazines. Photographs can help writers and readers.

4. Ask students how a photograph would help a writer, who is writing a story? (i.e. They can get ideas for writing.) Ask students how a photo would help a reader, who is reading the story? (i.e. It helps them understand what the text says or what is happening in the story.)

5. Let students know that today, they are going to take their own pictures using a camera and they will use them later to make up their own stories about their pictures.

6. Show students the lens, the shutter, the view finder, the flash, and the button they push to take the picture. Ask them to identify the parts on the camera on the board. Label the parts of the camera on the white board. The teacher should also point to the parts on the real camera.

7. The teacher models first how to take a picture. Then, one at a time, have students come to the front of the room and practice pushing the button on the camera to take a picture of the class. Help model with the student how to hold the camera correctly with two hands.

8. After all have had a chance to practice, explain to students we are going to take a photo walk outside and around the school. While we are out each student will get to take 2 photos of anything they want. *Tell them to remember we will be using these pictures to write about later, so make sure it is something that is interesting to them! *If students are caught goofing off with the camera or not using it correctly, they will lose their turn to take pictures and will not get another turn.

9. Take the class on a walk, and give a disposable camera to 2 of the students. After they take their 2 pictures, they must pass it on to the next student. (To help remember who’s pictures are who, before the student takes pictures take a picture of the student with the camera first, to act as a divider between the photos).
Conclusion:
When students come back from the walk, ask if every student was able to take 2 pictures. Have each student go around and tell what they took a picture of? Ask students if they liked getting to use a camera? Tell students that tomorrow the teacher will have their photographs after she gets them developed at the store. The students will be able to view their photos that they took with a camera.

Assessment:
Informal: Teacher observations of the students taking pictures and using the camera correctly.
Formal: The two photographs that each student took and the sentences created about the pictures.

Modifications/Challenges/Extensions:
- Teacher can immediately upload the pictures to the computer using the USB cable. As a class or individually, write a sentence for a few of the pictures as they are being viewed on the computer.
- If the class size is larger or smaller adapt the number of photographs taken by each student.
- Teacher may choose to use the digital camera, so she can view each picture the student took after their turn.
- Have students write down ideas/make a list of picture shots they might want to take before you go on the picture walk.
- Limit each student to a maximum of 3 minutes to take their pictures.
- The ‘Label the Camera Worksheet’ may need to be changed depending on the camera style you use. This worksheet may need to be redesigned to match your camera.
Unit 1 Lesson 2: Label the Camera Worksheet

Parts of a Camera

Front

Back
Unit 1 Lesson 2: Label the Camera Worksheet Answer Sheet

Parts of a Camera

Front
- shutter button
- on/off
- eye hole
- zoom
- lens
- body

Back
- zoom
- eye hole
- shutter button
- play/camera button
- menu
- body
- screen
Time: 45 minutes

Helpful Hints: - Previously bookmark the Web sites online that students will be using to look for pictures. Make sure you have safe access to each site. The teacher may need authorization from the school to access certain Web sites.
- Favorite sites for pictures: Flickr and National Geographic Students (bookmark these sites or others prior to the lesson)

Goals:
To motivate and improve students development of written English and ASL through the use of photographs.

Standards:
Identify simple ideas expressed in artwork through different media and identify the use of art in everyday life. (TX 1st Grade Arts: Historical/Cultural Heritage 3A & C).

Apply keyword searches to acquire information (TX 1st Grade Technology: Information Acquisition 4A).

Acquire information including text, audio, video, and graphics and use on-line help (TX 1st Grade Technology: Information Acquisition 5 A & B).

Objective: Students will practice acquiring images on the computer through an interactive training on how to search for images in clip art programs and bookmarked Internet sites. They will also create a list of things of interest to them to be used in a later activity.

Materials:
- Computer with active board technology if possible to show whole class at once
- Keyboard and mouse
- Half sheets of paper
- Pencils
- White board/dry erase markers
Motivation:
Gather students at desks or on the carpet. Ask them if they remember what they did yesterday. Pull out the photographs and tell students that you got the pictures developed. Have students, one at a time show their pictures to the class. Have students place pictures in their desks in the envelope that you give them. Have them write their name on the envelope and on the back of each picture. Title this envelope “Pictures.” Explain to the students that yesterday you learned how to take pictures with a camera and today you are going to look for pictures on the computer.

Process:
1. We are going to look for pictures on the Internet and through clip art programs. Ask the students if anyone has ever used the Internet before. Ask if they used a computer before.

2. We will first look for images that can be found within word processing programs, such as, clip art. Clip art pictures are pre-made images that people can use, in their papers that they type on the computer, to put into slideshow presentations or use for art activities. Open a blank Microsoft Word document. Then on INSERT >PICTURE. Click on CLIP ART. A box will pop up.

3. Explain to students that they can look for pictures in two ways. The first is by category, or “topics,” i.e. people, places, animals, food, etc. Model clicking on the left menu box and scroll through different pictures. Ask students to give an idea of what they should look for and see if they can find it. Tell them to pick things that interest them.

4. Once the class finds the picture they want, instruct them to click on it so that it is highlighted in blue and click on the INSERT button, which will then put the picture on the blank page.

5. Go back to the clip art library pop-up box and tell students they can look for pictures another way. They can type the name of a word or object in the box. Ask a student for a specific object. Type the word in the SEARCH box and push RETURN.

6. When the picture pops up, look through the options. If nothing comes up, ask the student to give you another word to search for, until you find the picture. Then the student can print the picture. In this situation, close down the window.

7. Explain to students that if they can not find what they are looking for in the clip art program, the Internet contains thousands of pictures online. There are two Web sites that the students can use to look for pictures that may interest them: Flickr and National Geographic Students.
8. Open up the Internet Explorer window. Go to the bookmarks at the top of the browser window. Click on Flickr first and it will take you to the Web site. Tell students this online site contains pictures from around the world that people can use for many different things. Tell them they will use their pictures to help create the stories they will write.

9. Show the students how to type a word in the search box for something that interests them. (If they cannot spell the word, suggest they ask the teacher or aid to make sure it is spelled correctly or look it up in the dictionary). Click RETURN. A list of pictures should pop up on the screen. The student should scroll through the images until they find the picture they want.

10. Click CONTROL with the keyboard and left-click the mouse at the same time so the box comes up (or right-click with the mouse) and SAVE IMAGE TO DOWNLOADS. Then, open the downloads folder and show the students where the picture was moved.

11. Repeat the same steps for the National Geographic Students Web site. Click on the top right of the navigation bar for PHOTOS. Click on ALL PHOTO GALLERIES under the navigation bar. You can click on different topics of pictures until the class finds an interesting one they want to create a story about. Right-Clicking the image or CONTROL CLICK (for Macs) to save the image to the downloads folder.

12. Ask students to suggest topics they are interested in and look for pictures as a class on the computer.

13. Hand out paper to each student. Ask them to write or draw a picture of five things that are interesting to them or things that they would want to write a story about. Give a few examples of your own interests and write them on the board. Have students pair up to share their ideas with each other. Tell students to put their papers in their ‘Pictures’ envelope in their desks.

Conclusion:
Ask if students have any questions or need help on the steps you discussed with them. Explain to students that tomorrow they will have rotational centers and each student will have a chance to practice looking for pictures on the computer and Internet. You and the aid will be around to help. “Tomorrow, we will be looking for pictures of the things that we wrote on our list, so that we can use these pictures to write/create stories.” Tell students it is fine to look for other pictures that interest them. They do not have to follow exactly what they wrote on their lists.

Assessment:
Informal: Observe students participation in class during the computer activity, offering ideas and topics.
Formal: You should look over the list of interests the students created to make sure the topics are appropriate for the school environment.
**Modifications/Challenges/Extensions:**
- If you have a computer lab where students can be at their own computer (where you can model the tasks and students follow), feel free to use this teaching tool alternative. It gives the students more practice. (You might want to arrange for computer time slots, prior to teaching the lesson).
Unit 1- Lesson 4
Picture-Art Centers

**Time:** 45 minutes (rotations 10-12 minutes each)

**Helpful Hints:** If you do not have computers in your room, reserve the computer lab.

**Goals:**
To motivate and improve students development of written English and ASL through the use of photographs.

**Standards:**
Apply keyword searches to acquire information (TX- 1st Grade Technology: Information Acquisition 4A).

Acquire information including text, audio, video, and graphics and use on-line help (TX 1st Grade Technology: Information Acquisition 5 A & B).

Increase manipulative skills, using a variety of materials to produce drawings, paintings, prints, and constructions; invent images that combine a variety of colors, forms, and lines; and place forms in orderly arrangement to create designs. (TX- 1st Grade Arts: Creative Expression 2A, B &C).

**Objective:** Students will practice drawing pictures by free-hand, acquiring images from ClipArt and bookmarked Internet sites on the computer, and cut pictures out of magazines during a rotational picture-art centers activity.

**Materials:**
- Computers (at least 2 or 3 preferred)
- Internet sites bookmarked prior to activity (Flickr.com or National Geographic’s Students-photos)
- Scissors
- Old magazines for cutting
- Pencils, crayons, markers, colored Pencils
- White paper
- White board with dry erase markers
- Picture envelopes to hold papers/pictures

**Motivation:**
Ask students to recall what they learned in the past few lessons? Ask them if they remember taking pictures with the camera, or learning how to look for pictures on the Internet? Tell students today’s lesson will focus on art. We will be doing a different art activity at each centers station and students will go to all the centers. They also get to draw and use the computers today!
**Process:**

1. (Teacher should draw a diagram of the centers in the room on the white board before lesson starts as well as set up different tables in the room). Introduce the centers activity by letting students know they will have time to participate in each center.

2. Ask each student to get out their paper of 5 things that interest them (from lesson 3 activity). Have the students pair share their lists. Then, tell students they will be using this list to help them at the centers today. Remind them that it is ok to draw or pick a picture of something that is not on their list, because people do change their minds sometime.

3. At each center students will be using their interests in their artwork. There are three centers: 1. Draw Pictures 2. Computer Pictures and 3. Magazine Pictures. As the teacher explains each center, model the correct behavior and activity so students know what to do. Also, ask the students to tell you what is expected at each center. How do we handle computers? What do we do with scissors?

4. At the first center, Drawing Pictures, students will draw pictures of anything they are interested in. They can draw as many pictures as they want during the allotted time. They can use pencil, markers, crayons, etc. Color is not required.

5. The second center, Computers, students will be using the computer to look for ClipArt images or pictures on the Internet websites, already bookmarked by the teacher. (If you have a teachers aid, this would be a good center to have them assist the students, in case they forgot the steps on how to save or print the pictures.) Students need to find at least one picture that interests them from both ClipArt and the websites. (Students can save the picture to the desktop for the teacher to print later or print it out during the center.) Teacher should model the two methods for searching for pictures on the computer and have students go through the steps as a reminder. (The steps can also be written on the board.)

6. The third center, Magazine Pictures, students will cut out pictures that interest them from different magazines. They will use scissors and should cut out at least 3 pictures.

7. Before the centers begin, divide students into even groups, but if you have odd numbers put less students at the computer station, because that center might need more individualized help. Review the stations and rules again with students. They should tell you what they should be doing at each center.

8. Tell students when the lights flicker, they are to freeze and stop what they are doing. They should begin to clean up their station. When the lights flicker again, they are to take their pictures, drawings, or magazine cut-outs to their desk and put them in their ‘Pictures’ envelope. Then move to the next station that the teacher directs them to.
(write rotation on the board to help remember). Stations should last about 10-12 minutes each.

**Conclusion:**
Once students have finished all stations and they have cleaned up the room, gather students back on the floor or at desks with their envelopes of all their images. Tell students to write their name on the back of each image, and then put all their pictures in their envelope. Ask students to partner share their favorite image and why it is their favorite.

Explain to students they will be using these pictures to create stories. We will brainstorm tomorrow about topics we can write about using our pictures. Ask students to keep their ‘Pictures’ envelopes in their desks.

**Assessment:**
**Informal:** Teacher observation of students during rotational activities.
**Formal:** Finished products of students’ pictures and artwork they made. Check to make sure they have collected pictures from all the areas and placed them in their ‘Picture’ envelopes.

**Modifications/Challenges/Extensions:**
- If you classroom does not have computers, you may skip this activity and do it when you have computer lab time. You may also do the other centers in the computer lab on the floor or at tables to utilize the computer lab time more effectively.
- You may do the centers one at a time as a whole class if timing or logistics do not allow for rotation.
Unit 1 - Lesson 5
Brainstorming with Pictures

Time: 30 minutes
Helpful Hints: Make sure to return the photographs to the students prior to this lesson so they can have them in their picture envelope.

Goals: To promote ASL development through student-created stories using their own interests.

Standards:
Generate ideas before writing on self-selected topics (TX-1st Grade Writing Processes 19A).

Objective: Students will brainstorm with partners at least 4 topics for story ideas they will create by using the pictures, images and photos they have collected from previous lessons based on their interests.

Materials:
- Paper
- Pencils
- ‘Picture’ Envelopes
- Brainstorming/Creating Stories Partner Rubric Worksheet

Motivation:
Ask students to come to the floor with their envelopes of pictures they have collected over the past few days. Tell students to pick a picture out of their collection that they would want to write about (free write). Ask students to give a few ideas of what topics they could write about based on the picture. Tell students they will be working in pairs to generate a list of ideas together.

Process:
1. Ask students to pick 4 or 5 of their favorite pictures out of their picture envelopes. Tell them they will be picking topic ideas to write about based on their pictures. The topics can be anything they chose based on their pictures and interests. Give them an example with your own pictures.

2. Ask students to mention another idea that the story could be about based on the example you gave and the picture. Pick up another picture and have students generate more topic ideas for practice.

3. Now, divide students into partners and tell each of them to generate at least one topic idea to write about for each of the 4-5 pictures they picked out. Before we write, there
are steps we take to write, and one of those steps is thinking of things to write about, because sometimes we change our minds. So it is important to have a few ideas down before we start writing—this is ‘brainstorming’. Remind students that their topics should be school appropriate. They should not include violence, or bad words, etc. Let them know the teacher will be checking their ideas before they can begin their stories.

4. Let them know that working in partners can help to think of ideas in case they get stuck. Their partners can help them. Model with a student what brainstorming looks like in pairs. Tell students it is not a good idea to copy their partners ideas either. If one idea is the same, that is ok, but all 4 or 5 ideas cannot be the same.

5. When students are done brainstorming with a partner, have the students write or draw their ideas on paper. Title their paper: “Brainstorming”. They can write more than 4-5 ideas down, but they must have one topic for each of the 4-5 pictures. If they do not like an idea, do not tell them to erase it, but just cross it off. (You want to see their thinking process.) Teacher should walk around the class and conference with each partner group to make sure they are on track. Have students explain an idea or topic they have for some of their pictures.

6. After students finish brainstorming their 4-5 ideas, pass out the “Brainstorming/Creating Stories Partner Rubric” and have the students answer accordingly. Pick up the paper when completed.

Conclusion:
When finished writing, have students share one or two of their ideas they brainstormed with the class. Let the students know we will be creating stories with the ideas we brainstormed today.

When finished sharing, have students hand in their papers with the pictures paper clipped on top. Give each student a paperclip and model how you want the papers and pictures put together, so when you look at their work later you can tell which pictures they brainstormed topics for.

Assessment:
Formal: Collect the brainstorming papers to see the students’ work and whether they understood the concept of brainstorming related to the pictures they chose. Check to make sure their ideas and pictures are school appropriate.
Informal: Observing the students work in pairs can help determine if the students were able to brainstorm and stay on topic, as well as cooperatively work in pairs (because they will be working in pairs later in the lesson).

Modifications/Challenges/Extensions:
Depending on the students experience with brainstorming, you may need to go into more detail about brainstorming. You may show different ways to brainstorm on the board, such as clusters, webs, Venn diagrams, etc.
Unit 1: Lesson 5 Brainstorming/ Creating Stories Partner Rubric

NAME:__________________

Put a 😊 if you…

<table>
<thead>
<tr>
<th>Have 5 story ideas</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Picked a picture to write about</td>
<td></td>
</tr>
<tr>
<td>Wrote a story on paper</td>
<td></td>
</tr>
<tr>
<td>Signed my story in ASL</td>
<td></td>
</tr>
<tr>
<td>Worked with my partner</td>
<td></td>
</tr>
<tr>
<td>Had Good Behavior</td>
<td></td>
</tr>
<tr>
<td>Had Fun!</td>
<td></td>
</tr>
</tbody>
</table>
Unit 2- Lesson 1 A & B  
Student Writing Evaluations & Journals- 1A  
Creating Stories in ASL & Written English- 1B

Time: 45 minutes  
Helpful Hints: Journals can be bought pre-made or teachers may make the journals by putting lined paper inside a piece of folded construction paper and stapling at the seams.

Goals: To promote ASL development through student-created stories using their own interests.

Standards:  
Generate ideas before writing on self-selected topics; develops drafts (TX-1st Grade Writing Processes 19A & C).

The student is expected to use nouns and verbs in sentences; and compose complete sentences in written texts and use the appropriate end punctuation (TX-1st Grade: Writing/Grammar/Usage- 21 A & B).

Objective: Students will fill out an evaluation form, in regards to writing and learn what a journal is, as well as begin creating stories in ASL and written English in their picture journals using their brainstormed topics and pictures from previous lessons.

Materials:  
• Journals (pre-made)  
• Pencils  
• Student Evaluations  
• Students Picture Envelopes  
• Students Brainstorm topic paper

Lesson 1A: Student Writing Evaluations/ Journals  
Process:  
1. Tell students you want them to fill out a short evaluation/survey asking them some questions about their writing. Let them know you are curious about what they think and feel about writing. This is not a test!

2. Pass out the forms and go over each questions on the evaluation together as a class so the students are clear as to what you are asking.

3. When finished, collect the forms and have students sit in a semi-circle on the floor.

4. Show students a journal (can be one you made, one they have already been writing in, or a leather bound one from the bookstore). Ask them what a journal is? Has anyone ever written in a journal before? (i.e. Journal-is a place to write and keep your thoughts.
It has many blank pages that you fill in with stories, writing, or pictures. The journal can be read later after it has been written in.)

5. Show the students the picture journals which they will be using for the remainder of the lessons (have these premade before the unit begins. See helpful hints.) Open the journal and ask the students where they think the writing goes? (on the lined portion of the paper.) Ask the students where a good place for one of their pictures would be? (Model putting a picture on the opposite side of the page on the blank space.) Explain to students that this is what a picture journal looks like. The text is on one side of the page and a picture is on the other.

6. Tell them that we will begin creating stories using the pictures we have chosen and topics we have brainstormed. The student will paste their picture inside their journal and use the picture to help them develop their story, based on the topics they have chosen. If they change their topic or picture to another one that is ok too, because writers often change their minds. Do not tear out the page though, just turn to a new clean page to continue.

7. Hand out journals to students and let them write their names on the front and decorate the outside of the picture journal. (5 minutes) If time permits continue to Part B or if you need to stop, collect the journals and tell students that we will begin creating stories the following day. Ask them to think about which picture and topic they would like to pick to write about first.

**Motivation:**
Ask students if they remember the topics they have chosen to write about. Tell them that today we will have to decide out of the 4 topics they wrote down which they want to write about. Have students read their list and then pick their favorite topic and the picture that matches. (3 minutes) Remind students that if they choose a topic or picture and want to change it later they are more than welcome to do so.
Unit 2 Lesson 1A Writing Survey

Name:

Directions: Circle

1. I like to write.

2. I like to write...
   
   Never    Sometimes    Always

Directions: Fill in the blank.

3. 😊 I like to write because…

4. 😞 I do not like to write because...

5. My favorite thing to write about is…
Lesson 1B: Creating Stories in ASL & Written English

1. Have them circle their topic and write a number one by it on their brainstorming topic paper. Go around the circle and let each student share their topic with the class and show their picture. Students can glue their picture on blank page in their journal. The teacher should model this first.

2. Tell the students they have two options to begin the writing process. They can either begin writing in English in their journal or they can tell their story to a friend in ASL. Remind them that neither one is better than the other and they should choose the one they are most comfortable doing first. Each student will have to do both, eventually. When writing in the journal, students do not need to worry about grammar, but about putting their ideas onto the paper. They can draw pictures or write spaces with the first letter of the word if they cannot spell the word.

3. Divide the class into groups. The writers raise their hands and may go back to the tables, but do not begin writing in their journals yet till you finish explaining the rules. The remaining students need to be broken into pairs or threesomes and will begin signing their stories to each other. Tell the students to keep their picture journal with them when developing their story, in case they need to look at their picture to spark their memory or to develop an idea.

4. Explain to students the expectations of working with partners. Ask the students to tell you what is the appropriate behavior. Let students know that each person in the group needs a turn to develop their story. Let them know they may begin. The writers can begin writing in their journals too. (The teacher needs to monitor the partner groups to let them know when it is time to switch. Give each student 5-6 minutes.)

5. At 15 minutes change the students. Students who are writing will work with partners to develop their stories. Students who are signing will begin to write their stories in their journals.

Conclusion:
Flash the lights and have students return to their seats. Review with them that stories need a beginning, middle and end. Ask a student or two to share their progress of their story if they feel comfortable. (You can skip this if no one volunteers.) Remind students that we will continue to work on our stories over the next week or so. We will have a chance to videotape ourselves signing our stories to help us develop our writing in English and ASL.

Assessment:
Formal: The writing evaluation can be used to see how the students feel about writing. You can use this same form at the end of the third unit or end of the year to assess whether the student’s opinions changed about writing. Read through the writing samples to get an idea as to where the students are struggling in their writing, spelling, plot, etc.
**Informal:** Observing students while they are writing and signing their stories (take notes) to assess whether each student understood the assignment. Is the partner work working well?

**Modifications/Challenges/Extensions:**
- Some students may not be able to write all the words, but try to get the main ideas down on paper or have them draw pictures till you can help them individually.
- This activity may take a few days to complete, until students are ready to film their ASL story on the camera. Have students practice or write their stories till they have all three parts of a story: beginning, middle and end.
- The class as a whole can begin creating their stories in ASL and then the next day transfer to writing their stories in their picture journals.
Goals: To motivate and improve students development of written English and ASL through the use of photographs.

To promote ASL development through student-created stories using their own interests.

Standards: The student is expected to use nouns and verbs in sentences; and compose complete sentences in written texts and use the appropriate end punctuation (TX-1st Grade: Writing/Grammar/Usage - 21 A & B).

The student will use a variety of input devices such as mouse, keyboard, disk drive, modem, voice/sound recorder, scanner, digital video, CD-ROM, or touch screen to input data appropriate to the task (TX-1st Grade: Technology Foundations - 2A).

Objective: Students will continue creating stories in ASL and written English in their picture journals using their brainstormed topics and pictures from the previous lessons. Students will videotape their story in ASL on camera.

Materials:
- Journals
- Pencils
- Video Camera with tapes/memory card
- Tri-Pod
- USB or Fire Wire cord that fits into camera

Motivation: Let students know that today we will continue creating our stories in our journals, as well as we will be videotaping ourselves signing our stories in ASL. In order to be able to videotape, our stories must have a beginning, middle and end. Give the students an example of a “short” story that has only a beginning and middle, but no end. (i.e. “I woke up in the morning and wanted to eat cereal for breakfast, but we were out of milk. So I got dressed and I walked to the store.”) (Explain to the students that this doesn’t have an ending. What happened at the store? What did you buy? Did you get to eat your cereal?)). Then give an example of the same story with a beginning, middle and end. Make sure the students understand the difference.

Process: 1. Remind students of the partners they signed their stories with the day before. Ask half the class to take their journals and match up with their partners and practice signing their story again. Make sure the story has a beginning, middle and end.
2. When they have practiced their story enough and feel they are ready to tape, the partner pair will come over to the “ASL video center” and tape. At the center, not all students can be taped at the same time; therefore, the students might have to tell their partner their story a few times before they can be taped. Review camera expectations with students (see “modifications box” at the bottom of lesson).

3. One at a time, partner groups will go over to the “ASL video center” and take turns telling their story on camera. *Students should bring their picture that they chose for their topic to the center to look at it while they tell their story. The picture should spark their memory and help them create their story, if they forget certain parts. (If there is an aid in the classroom, this might be a good time to use her to monitor the camera, and turn it on and off for taping. Otherwise, the teacher will have to turn on and off the Record button.) After they have finished telling their story, they will go sit down at their desks and continue to write their story in their journals in written English. If they feel they are done writing, they can reread their story first, and then pick a new picture and topic from their brainstorming sheet/Picture Envelope and start a new story on a different page of their journal.

4. The other half of the students will continue writing in their journals until they are ready to begin practicing signing their story with the same partner as the day before. Once the second to last group in the ASL center is taping, tell the writing students to get with their partner and begin signing their story.

5. These students will then begin the rotation of the “ASL video center” like the other students did earlier. Remind them to continue practicing their story, until the camera center has opened and they can have their turn to videotape.

6. Once these students are finished they may also continue writing their story in their journals, or they may reread their story and then pick a new topic and picture and begin a new story in their picture journal.

**Conclusion:**
After all the students have videotaped their story in ASL, turn off the camera, and get students attention. Tell them to put their journals away. Ask the students how they feel about writing their stories in English. Was it easier to sign them in ASL or write in English? Which did they enjoy more? Are they struggling with writing or find it challenging? Did they enjoy working with partners? Did they have any problems? Etc.

Remind students that next time we will watch the videos of our stories and work on and adding details to them. We will focus on making sure our stories have a beginning, middle, and end.

*** After class, make sure to transfer the video footage of the students to a CD-ROM or computer, so they can easily be viewed the next day. You may also
consider dividing up the partners into their own videos to make viewing easier in pairs.

**Assessment:**
**Informal:** Teacher observation of the students during partner work and signing their stories on camera. Taking notes of the students struggles and comments during the closing section of the lesson.
**Formal:** Watch the students’ stories on the video camera to ensure they understand the lesson and are making progress. Check for beginning, middle and end to their story and make sure they are appropriate for school.

**Modifications/Challenges/Extensions:**
- If you have a larger class, you may need two days to finish taping. You may also consider using two video camera stations to make the filming go faster.
- If you do not have a video camera or tri-pod, webcams on computers work fine.
- These are a few examples of camera center expectations to go over with students:
  - What is appropriate behavior in front of a camera? How do we handle expensive equipment?
  - Should we try to turn on the camera by ourselves or should we ask an adult for help?
- Mini Lesson opportunity: Parts of a story: beginning, middle, and end.
Unit 2 - Lesson 3
Watching and Revising Our Stories

Time: 45 minutes

Helpful Hints: When viewing students stories on video, it is more efficient to have them watch their video on the computer if you have computers in your classroom, so more than one group may utilize this center at a time.

Goals: To promote ASL development through student-created stories using their own interests.

To encourage collaborative learning with peers by sharing student’s stories and receiving feedback from partners.

Standards:
The student evaluates his/her own writing and the writing of others. The student is expected to: identify the most effective features of a piece of writing using criteria generated by the teacher and class; and respond constructively to others' writing (TX-1st Grade Language Arts: Writing/Evaluation 22A & B).

The student will use a variety of input devices such as a mouse, keyboard, disk drive, modem, voice/sound recorder, scanner, digital video, CD-ROM, or touch screen to input data appropriate to the task (TX-1st Grade Technology Foundations 2A).

The student is expected to read selections independently; and identify similarities and differences across texts such as in topics, characters, and problems (TX-1st Grade Language Arts: Reading/Comprehension 12G).

Objective: Given an ASL and English view of the story, partners will compare the two stories using a teacher-generated rubric to ensure the same information is in both stories.

Materials:

- Video camera (with tapes/memory card)
- TV with VCR or Computer
- Paper
- Pencils
- Picture Journals
- Comparing Stories Rubric

Motivation:
Tell the students how proud you are of them for working with the camera and signing their stories on videotape. It takes a lot of courage to be in front of the camera. Tell the students that today we will be watching our signed stories with a partner and checking to
make sure our stories have a beginning, middle, and end. We want to make sure that our story in our journal (written English), matches the story on the video in ASL.

**Process:**
1. Remind the students what we will be looking for in our stories when we compare them. We have the written English version in our journal and the ASL version on the videotape. Take 5-10 minutes discussing parts of the stories that should be added or deleted. Give students the rubric to use to help them assess their stories (Appendix, Pg. #). Go over rubric with the class, explaining the parts.

Guiding Questions:
- Does my story match my picture?
- Does my story have character?
- Does my story have a beginning, middle and end?
- Does my story make sense?
- Is there anything I forgot to add to my story?

2. Divide students into groups and have half go with their partners to the computers or TV to watch their story. Tell them to watch one partner’s story at a time and then stop and read the story in the person’s journal. Then use the rubric and answer the questions together. Then, switch people and watch the other partners’ video and read their story.

3. Tell the students that are at the video centers when they are finished, to double check they have filled out their rubrics, and ask an adult to come by and check their work. When done getting checked off, tell students they may continue to work on their story by adding to it, or they can pick a new picture and topic from their brainstorming sheet and begin to create another story in ASL or writing.

4. The other half of the class will be working on their story in their journals or creating a new story with a new picture and topic. When there is an opening at the video center, the student and their partner may go to the video center and watch their story and use the rubric to answer questions. Give the class 30-45 minutes to work on their stories.

5. The teacher should walk around observing and conferencing with students during the writing process and write down observations.

**Conclusion:**
After all students finish watching their videos and filling out the rubrics with their partners they will return to their seats. Tell students to pass to the front their rubrics. Ask a few students to share what they added to their stories or what they noticed was missing. Let students know that we will continue to work on our new and old stories in the coming days. Advise them to begin thinking of a title for their stories.

**Assessment:**
**Informal:** Teacher observations and notes of the students during their activities.
Teacher conferences with students.
**Formal:** To make sure all students are accomplishing the objectives, collect Student Rubrics (Appendix, pg#) and watch videos of students stories to see if they are making progress and determine if students are ready to move to the next lesson.

**Modifications/Challenges/Extensions:**
- This activity may take a few days or week to finish.
- For variation of linguistic abilities, you may want to go into more depth about the structure of ASL storytelling such as using classifiers, body movement, facial expression, etc.
- Students who work at a faster pace, may continue developing drafts on different topics, so they can have many stories to choose from for their final presentation.
- If partner work is causing problems, students may do this activity on their own.
Unit 2: Lesson 3 Comparing Stories Partner Rubric

What is the Same and What is Different? Rubric
Comparing My Stories in ASL and English

Directions: Draw a 😊 if your story has:

<table>
<thead>
<tr>
<th>Does my story...</th>
<th>My Story- ASL</th>
<th>My Story- English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Match my picture?</td>
<td></td>
<td></td>
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<tr>
<td>Have characters?</td>
<td></td>
<td></td>
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<tr>
<td>Have a Beginning, Middle and End?</td>
<td></td>
<td></td>
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<tr>
<td>Does my partner understand?</td>
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</tbody>
</table>

Directions: Fill in the Blank or Circle.

The title of my story is:
_________________________________________________________________

I like my story? Yes No

I think my story is better… ASL-signed English-written

I need more work on my story: ASL –signed English-written

My favorite part of my story is: ________________________________________
_________________________________________________________________
_________________________________________________________________
Unit 2- Lesson 4
Creating More Stories

Time: 45 minutes

Helpful Hints: Use this workday to gauge students’ progress and determine if they are ready to move on with giving feedback and more revising.

Goals: To motivate and improve students development of written English and ASL through the use of photographs.

To promote ASL development through student-created stories using their own interests.

Standards:
Generate ideas before writing on self-selected topics; develops drafts (TX-1st Grade: Writing Processes 19A & C).

The student is expected to use nouns and verbs in sentences; and compose complete sentences in written texts and use the appropriate end punctuation (TX-1st Grade: Writing/Grammar/Usage- 21 A & B).

Objective: Students will have a choice of creating new stories in ASL and written English in their picture journals using their brainstormed topics and pictures, or continue to add details and edit their previously created stories, or do both.

Materials:
• Picture Journals
• ‘Pictures’ Envelopes
• Students Brainstorm topic paper
• Teacher Rubric

Motivation:
Have students pull out their picture envelopes and brainstorming topic papers. Ask them to look through and pick out another picture that they are interested in creating a story for. Have the students share some ideas of their stories with the class or show their work in their picture journal of a previous story.

Process:
1. Tell the students that we will continue to work on our stories in our picture journals or they may begin to write a new story. They can begin with signing in ASL or using written English, whichever they are more comfortable with. They will not be working with partners today; today is an individual workday.
2. Encourage students who chose to write in their journals, not to worry about the grammar, but focus on getting the ideas on the paper. They can draw pictures for words or ideas they cannot put into words.

3. Let the students know you will be walking around the room observing their progress and are more than happy to help answer questions or work on a problem if a student is stuck. The teacher may also take this time to help struggling students with their story development. (Take this time to write notes of your observations to gauge the students progress in their writing…Do you need another work day? Do we need a mini lesson on stories or characters? Use Teacher Rubric for Progress)

4. Remind students to use their pictures to help them create their story and get ideas to develop the topic of their story.

5. Tell students they need to try to create at least 2 longer stories, but it would be best to have 2-3 short stories finished by the end of the class period. Go over the expectations of working on their stories. (Stay on task. Ask the teacher for help. Do not talk to neighbors. The story must be school appropriate. No bad words or violence. Etc.)

6. Tell students that when they have created at least 2 stories, they may begin thinking of titles for their stories. Ask students to make a list of titles that they might want to use for their stories. After they make a list, they may read their stories in their journal or free read.

Conclusion: 5 minutes before class is over, have students clean up their desks and put their Picture Envelopes and Topic papers into their journals and put them inside their desks. Ask students to share a few of their title ideas with the class. Poll the students and see how many students have completed two stories or three stories or have created a title for their story? (This is the teachers chance to see if more time is needed the next day for work on the stories.)

Assessment:
Informal: Teacher observation during class work. Individual conferences with students as they work on their stories.
Formal: Notes taken by the teacher during the work time. After class, go through the students picture journals and check for completion of at least 2 stories and the development of the story (beginning, middle, end, title, characters, etc.)

Modifications/Challenges/Extensions:
- Encourage students to keep writing more drafts of stories when they finish. Or add detail to shorter stories.
Unit 2: Lesson 4 Teacher Rubric for Gauging Progress of Students Work

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<td>Partner Rubric</td>
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<td>ASL &amp; Eng. Story</td>
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Unit 3- Lesson 1
Partner Feedback/Editing with Teacher

Time: 45 minutes
Helpful Hints: -If you have a classroom aid, this would be a great activity to use them to help edit the students writing.
-This process may take a few days, so plan accordingly.

Goals: To promote ASL development through student-created stories using their own interests.

To encourage collaborative learning with peers by sharing student’s stories and receiving feedback from partners.

Standards:
The student evaluates his/her own writing and the writing of others. The student is expected to: identify the most effective features of a piece of writing using criteria generated by the teacher and class; and respond constructively to others' writing (TX-1st Grade Language Arts: Writing/Evaluation 22A & B).

The student recognizes characteristics of various types of texts. The student is expected to understand simple story structure (TX-1st Grade Language Arts: Reading/Text Structures/Literary Concepts 14B).

The student uses writing processes to compose original text. The student is expected to revise selected drafts for varied purposes, including to achieve a sense of audience, precise word choices, and vivid images (TX-1st Grade Language Arts: Writing/Writing Processes 19D).

Objective: Students will collaboratively work with partners sharing their story and then give and receive feedback about their story using a teacher generated rubric, as well as work individually with the teacher to edit their story.

Materials:
- Picture Journals
- Pencils
- Student Rubric

Motivation:
Tell students that today we are going to pick our favorite story and begin preparing it to share with our other classmates. We will begin working on our final project with our picture journals. Ask students to read and look through their picture journals and pick out their favorite story. Tell them it doesn’t need to be the longest one, or the neatest handwriting, but which ever story they like the best.
Process:
***Based on the observations of the students writing in their picture journals and conferences you have had with students through out the previous lessons, you might feel it is more beneficial for all students to do a few mini lessons on editing before doing individual editing with students.

1. Once students have selected their favorite story tell them that we will work with partners to give and receive feedback on our stories. They will also be editing their stories with the teacher or teacher’s aid.

2. Ask students if they know what the word feedback means? Write their answers on the board. If they do not answer, tell them that feedback is advice, suggestions, or helpful information to help better ourselves or something we created. Give an example of feedback. Such as when we are learning to ride a bike and mom or dad tell us hints to help us ride better. For example, hold on with both hands. Try to keep your balance on the bike. Look with your eyes the way you want to go and the bike will follow. We can also give feedback about something, such as our stories.

3. Hand out the rubric to the students and go over each of the things that the students should be evaluating in their writing. Go over expectations of working with partners and of the activity before releasing them to work. Model giving and receiving feedback with the students, so they know how to do it. (I like this part of your story, but I think you need more work on this part…. –OR- I like the character in your story, but I’m confused at the end of your story.) (Thank you for your thoughts. –OR- I like your ideas. Thank you.)

4. Tell students that today we will work with partners and give feedback on our stories. Each student will take turns sharing their story and reading it with their partner and then use the rubric to give feedback about the story. At the same time, the teacher will be pulling students out one or two at a time to “edit” your stories.

5. Ask students if they know what the word edit means? If you get no response, tell students that editing is when we re-read our writing and look for things that needed to be added or changed. We make changes at the end to our writing before we publish it or present our writing to others. Model an edit on the white board. (i.e. Fixing capitalization or punctuation)

6. As students begin to break off to work with partners, begin pulling students one by one or by two’s to edit their story. Also, the aid may take a few students to help edit as well, if time is an issue. Remember to focus more on the content (beginning, middle, end) and one or two of the grammar issues, so the student is not overwhelmed or their confidence gets diminished. (Of course, it is always a case-by-case basis with each student.)
Conclusion:
At the end of the class, ask a few students to share one or two things they learned when giving and receiving feedback about their stories. Ask students to share something they changed in their story today. Tell students we will continue working on our final stories in the next few days.

Assessment:
Informal: Teacher observation during individual editing with students. This will allow the teacher to work specifically on details that the individual student needs work on.
Formal: The partner/peer feedback rubrics (Appendix, Pg.*) that each student will turn in. The teacher will also have a hard copy of the students’ story from the editing activity.

Modifications/Challenges/Extensions:
- Depending on the grade and age of your students you may want to focus on just a few different areas when “editing” so they are not overwhelmed or their motivation is not crushed, such as:
  - Capitalization
  - Punctuation: Facial expression in ASL and the transfer to punctuation. How pauses are used in ASL to show the end of a sentence.
  - Quotes: What does a quote look like in ASL vs. English?
  - Plural vs. Singular
  - Spelling – using the dictionary
- The teacher may also decide to do mini lessons on the above or group editing, so that more students can benefit during editing.
- You may also do a mini lesson on giving and receiving feedback before this activity.
Unit 3 Lesson 1: Partner Feedback Rubric

Name: _______________________

Partner’s Name: _______________________

Title of Friend’s story: ____________________________________________________

I liked my friend’s story. 

YES 

NO

My favorite part was: ______________________________________________________

________________________________________________________________________

One thing you should work on: _____________________________________________

________________________________________________________________________

I listened to my friend as he/she read. 

YES 

NO

Draw a picture of your favorite part of your friend’s story…

[Blank space for drawing]
Unit 3- Lesson 2
Presentation Practice

**Time:** 45 minutes

**Helpful Hints:** If you do not have computers in your classroom, you might consider arranging time for the computer lab.

**Goals:** To promote ASL development through student-created stories using their own interests.

**Standards:**
The student will use a variety of input devices such as mouse, keyboard, disk drive, modem, voice/sound recorder, scanner, digital video, CD-ROM, or touch screen to input data appropriate to the task (TX-1st Grade: Technology Foundations- 2A).

The student selects and uses writing processes to compose original text. The student is expected to use available technology to compose text (TX-1st Grade Language Arts Writing/Writing Processes 19E).

**Objective:** Students will prepare to present their stories by practicing signing in ASL their stories, as well as typing the final copy of their story on the computer and printing a hard copy.

**Materials:**
- Students Picture Envelopes
- Computers with Printer
- Picture Journals
- Numeric Grading Scale (See Unit 3 Lesson 3)

**Motivation:**
Announce to students that we will be sharing our stories to our classmates through presentations. Each student will have the opportunity to sign their story to the class and then the class will have an opportunity to draw a picture related to the story, as well as ask questions to the presenter about his/her story. In order to be prepared to present in the next few days it is important that we practice our stories.

**Process:**
1. Tell students that today we will practice signing our stories in ASL. We will need to introduce ourselves first, by stating our name, and then stating the title of our story. You will practice your story on your own and we will not be working with partners. *Remind students that they can have their story and picture at the front when they present if they need, but they may not “read” and sign directly off the paper.
2. Go over expectations for presenting with students. Have students model the correct behaviors. (eye contact, do not keep head down and read off paper, smile, etc.)

3. Today, students will also need to type the final draft of their story on the computer. Tell students that when they feel ready they may take turns coming to the computer station and typing their story in Word. They will need to save it under their name and then print a hard copy. Remember to put in the edits and corrections that you made with your teacher the previous day.

4. When you finish typing, saving and printing your story, give it to the teacher and go back to your area and continue practicing your story for the presentations.

Conclusion:
Go over the presentation routine and grading scale with students for the following day. Discuss the grading scale with students and model the correct behaviors. On the day of presentations the order will follow:
- Student introduces themselves with name and title of story.
- Student signs story.
- Students in the audience will have 1-2 minutes to draw a picture of their favorite part of the story or a picture that summarizes the story.
- The presenter will show his/her picture to the audience that they chose to create the story about and will compare with the other students drawings.
- Classmates will ask a total of 2-3 questions to the presenter to answer relating to the story.

*For homework: Ask students to sign their story to their parents/guardian/big sister/dorm advisor, etc. to practice for the presentation.

Assessment:
Informal: Teacher observation of students during presentation practice.
Formal: Print out of students final story. This paper will be used with the picture the student chose to write the story about and mounted on paper to be displayed after presentations are over. Teacher should view the typed papers to check for any major mistakes and for completion of students created story.

Modifications/Challenges/Extensions:
- If students do not know how to type yet or do not have a computer in the classroom, students may re-write their story on a fresh sheet of notebook paper, or type them in the computer lab.
- If time is an issue, students can present stories during the class, instead of spending the whole class practicing.
- If students have practiced signing their story a few times and still feel nervous about presenting, they may sign their story to a partner to practice. This is not a time to goof off, but to prepare for the presentation. Go over expectations.
Unit 3- Lesson 3
Presentations

_Time:_ 45 minutes  
_Helpful Hints:_ Print grading rubrics out prior to class to have enough for each student.

_Goals:_ To motivate and improve students development of written English and ASL through the use of photographs.

To promote ASL development through student-created stories using their own interests.

_Standards:_

The student is expected to connect experiences and ideas with those of others through speaking and listening (TX-1st Grade: Listening/Speaking/Culture 2A).

The student is expected to ask and answer relevant questions and make contributions in small or large group discussions (TX-1st Grade Language Arts: Listening/Speaking 3C).

The student is expected to draw and discuss visual images based on text descriptions (TX-1st Grade: Reading Comprehension 12E).

The student responds through talk, movement, music, art, drama, and writing to a variety of stories and poems in ways that reflect understanding and interpretation (TX-1st Grade: Reading/Literary Response 13C).

_Objective:_ Students will present their final picture journal story in ASL to the class, as well as respond to questions related to their picture and story when asked by classmates. Students will also generate pictures and images in connection to the presentations.

_Motivation:_ Gather students at their desks and remind them of the presentations today. Allow them 5 minutes to read their final story and practice it in ASL. Let students know that we will take volunteers for presenting. There is a number list on the white board. Students can go and sign their name by the numbers, which will be the order we present. You cannot erase a name and only one name can be by each number. (#1 goes first, etc.). Remind

_Materials:_

- Numeric Grading Rubric
- Picture Journals
- White ½ sheets of paper
- Crayons, colored pencils and markers
- Pencils
- White board with Number List written
students that it is ok to have their picture journal at the front with them, but they cannot sign their story directly off the page.

**Process:**

1. Review the process of the presentations from the previous day:
   - Student introduces themselves with name and title of story.
   - Student signs story.
   - Students in the audience will have 1-2 minutes to draw a picture of their favorite part of the story or a picture that summarizes the story.
   - The presenter will show his/her picture to the audience that they chose to create the story about and will compare with the other students drawings.
   - Classmates will ask a total of 2-3 questions to the presenter to answer relating to the story.

2. Review the rules for listening and paying attention to presentations. (i.e. Eye Contact. Hands in lap. No Signing. Raise your hand at the end during the questions time. Laugh only when something is funny in a story, not at a presenter. Etc.)

3. Begin presentations with the student who signed up by the #1 on the board. They will stand at the front of the room and begin their story. Teacher should have numeric grading rubric ready to write notes and evaluate the presentation.

4. After each presentation. Allow the audience 1-2 minutes to draw a picture of their favorite part of the story or a picture that summarizes the story. The presenter will show his/her picture first, that matches his/her story. Then, the class will turn and show their pictures to each other.

5. The class will then take turns asking questions related to the story or about the story or authors picture. When 2-3 questions have been asked and answered, the presenter will sit down and the next student on the list will present.

6. Continue steps 3-5 until all students have presented.

**Conclusion:** Thank students for sharing their thoughtful and creative stories. Tell them how impressed you were with their hard work and cooperation working with partners. Ask students to write their names on the back of each picture they drew after each presentation. Tell students they will keep these pictures in their desks for future writing assignments. We will be using the new pictures we drew to create new stories.

Ask students to turn in their picture journals, ‘Pictures’ envelopes and brainstorming topics sheet. Make sure their name is on everything!

**Assessment:**

**Informal:** Student-generated questions and the responses to the questions during presentations. Students’ participation during presentations.
**Formal:** Number Scale Grading Rubric for each students presentation. The images the students drew after each presentation. Collect all the materials from the picture journal unit to keep for evaluation.

**Modifications/Challenges/Extensions:**
- Presentations may roll over to a second day. Or presentations can last a week, if you decide to present one story a week.
- Many different options for follow up after each presentation, such as:
  - Students can write a summary sentence
  - Students can do a peer evaluation
  - Question/Answer period can be longer
  - Personal Connection writing activity
Unit 3 Lesson 3: Numeric Grading Scale

Name: ______________________ Story Title: _________________________

Level 1:
- No eye contact with class
- Signs are not clear/signed too fast
- Did not have a title for story
- Signs their name
- Story is missing parts (beginning, middle or end)
- Student is not prepared (does not have note card & picture)
- Does not show picture
- Does not wait for questions or respond at end of presentation

_____ / 8

Level 2:
- Little eye contact with class
- Signs are not clear/signed too fast
- Has a title, but did not sign title
- Signs their name
- Story is missing one part
- Student is partially prepared (missing either note card or picture)
- Shows picture
- Student does not respond to questions

_____ /8

Level 3
- Some eye contact with class
- Signs are clear, but too fast
- Signs title
- Signs their name
- Story has all parts, not much elaboration
- Student is prepared with note card and picture
- Shows picture, but does not describe
- Student responds to 1-2 questions

_____ /8
Level 4
  o Always eye contact with class
  o Signs are clear and pace is normal
  o Signs title
  o Signs their name
  o Story has all parts with good elaboration
  o Student is prepared with note care and picture
  o Shows picture and describes how it relates to story
  o Student responds to all questions

_____ /8

Final Grade:  1  2  3  4

Comments:
Unit 3- Lesson 4
Picture Journal Walk & Evaluations

Time: 45 minutes

Goals: To motivate and improve students development of written English and ASL through the use of photographs.
To promote ASL development through student-created stories using their own interests.

Standards:
The student reads with fluency and understanding in texts at appropriate difficulty levels. The student is expected to read regularly in independent-level materials (texts in which no more than approximately 1 in 20 words is difficult for the reader) (TX-1st Grade Language Arts: Reading/ Fluency 9A).

The student evaluates his/her own writing and the writing of others. The student is expected to: identify the most effective features of a piece of writing using criteria generated by the teacher and class; and respond constructively to others' writing (TX-1st Grade Language Arts: Writing/Evaluation 22A & B).

Objective: Students will participate in a gallery walk reading different stories in their peers picture journals, as well as complete a final writing evaluation.

Materials:
- Final Student Writing Evaluations (Appendix, pg. #)
- Picture Journals

Motivation:
Tell students that today they will have a chance to read other stories that their classmates created in their picture journals. Yesterday during our presentations we saw only a small snapshot of the stories that each of you has been working on over the past few weeks. Today we will rotate around viewing our peers picture journals and reading stories.

(Set out picture journals on students desk ahead of time)

Process:
1. Explain what a picture walk is to the students. (i.e. Walk around, stopping at various desks and reading stories and looking at the pictures in the journal that are interesting to you. No talking to other students. One student per table, two people should not be reading the same journal.)

2. Tell students they will have 20 minutes to walk around and read different stories and view pictures.
3. After 20 minutes, have students sit back down at their desks. Ask them if they remember the writing evaluations we did a few weeks ago. It was a survey of questions about your writing. Today, I am going to have you complete another writing survey. Think about the writing you have done recently. Think about how your writing has changed and grown over the past few weeks. Do you like it better? Do you enjoy writing?

4. Hand out writing evaluations and have students fill them out (Appendix, pg#). Make sure they write their name on the paper. Tell them to turn them into you when they are finished.

**Conclusion:** Let students know that you will be taking their final stories that they presented and creating a class book. Remind them of the day you had them type up their final story on the computer. That was for the class book. Tell them when the book is finished you will share it with them and leave it in the class to read during silent/independent reading time.

**Assessment:**
**Formal:** Students’ final writing evaluations. These can be used to compare to the original evaluation the students did in Unit 2 and determine the students growth/change in attitude towards writing.
Unit 3 Lesson 3: Final Writing Survey

Name:

Directions: Circle

1. I like to write.

2. I like to write...
   Never   Sometimes   Always

Directions: Fill in the blank.

3. I like to write because…

4. I do not like to write because...

5. My favorite thing to write about is…
VIII. Implementation

Classroom Description

I tested my curriculum in a deaf and hard-of-hearing first grade classroom at a residential school. My school was a public state school for deaf and hard-of-hearing students in an urban city. I had a total of nine students: three boys and six girls. My students were culturally and ethnically diverse, as well ranging from Caucasian to Hispanic. Some were from deaf families with deaf parents, while others were from families with hearing parents. My classroom was self-contained in the elementary building on the campus.

When I arrived, I attended an orientation with the elementary school principal to review school rules and regulations and, was then escorted to my classroom where I met my cooperating teacher, students, and full-time classroom aid. Upon my arrival, I learned that my students were all at or above grade level in math, science and social studies. Approximately seven of my students were reading at grade level or above grade level, and two of my students were reading slightly below grade level. Nonetheless, the students were collectively bright and talented. Additionally, my teacher informed me that my first graders had just finished making and presenting PowerPoint presentations about ponds and that technology played an integral part of the learning process.

My cooperating teacher and I taught all subjects in the classroom. The residential school used the bilingual approach, implementing both American Sign Language and English in the classroom. Although each language was emphasized during different times within the curriculum, they were of equal importance. In the mornings, we had a
90-minute block of time dedicated to reading, which came from the Harcourt curriculum and No Child Left Behind compliance rule according to the state and national government. For about 15 minutes a day, the reading specialist came into our class during the reading block to assist with rotational centers and working one-on-one with students to meet IEP and curriculum goals. The reading specialist also worked with students individually on Fairview Learning activities, which consisted of Dolche words and sight words. The students also learned math, science and social studies in the afternoons. Some days we did both science and social studies and other days we focused on one of the content areas, depending on how it fit in with the themes and curriculum units. My teacher did a wonderful job modeling how to connect the Harcourt reading curriculum to the other content areas, so there was consistency and a theme throughout.

The students had physical education everyday of the week for 45 minutes, as well as art for 45 minutes four days a week. For 30 minutes every Friday mornings, the ASL specialist came into the classroom for an ASL read-aloud for the students, in which the storybook normally related to the theme that week. The students also went to the library every Tuesday morning for 45 minutes for another read-aloud in ASL from the librarian; they also had chances to check out appropriate reading level books. The students attended speech communication lab every Thursday morning for 45 minutes, and the audiologist came to the class every Monday to pull out the students for hearing aid tests. During these breaks, I used this time to prepare for my lessons, work on my curriculum and reflect on my teaching. Fortunately, I had a full-time classroom aid that helped with work, including copying worksheets and assignments for the students, working one-on-one during class time, and prepping materials for activities.
As I mentioned earlier, technology was an integral part of my students’ learning and education. I had the opportunity to use and create many lessons using flip charts and PowerPoint presentations on the ActivBoard. We also went to the computer lab every Wednesday and learned math skills using a Pearson online computer program. Our classroom was also involved with animals and other related science projects. During my internship, numerous science activities involving animals and life cycles took place in the classroom. We monitored incubators with chick and duck eggs for 22 days. When they hatched, we kept the baby chicks and ducklings in the classroom for two weeks until we sent them off to a farm. We also watched caterpillars create cocoons and then transformed into butterflies. We had two tadpoles, which over time transformed into frogs. My teacher also already had three frogs, a turtle, and multiple fish in the classroom upon my arrival at my internship.

Every morning my students would enter the classroom and put up their backpacks. They would turn in their homework folders, dialogue journals (used between the student/parents and teacher), and book bags. The book bags consisted of five different leveled-books that were exchanged out each week, and students read them at home with parents as part of the reading program sponsored by a local community organization. The students had a class job that changed daily; additionally, they each had to complete their daily calendar and weather chart every morning. We recited the pledge and then looked at an overview of the day with either a morning message or activity on the board. On Mondays, we would introduce the spelling words for the week, which always directly related to what the students were learning about that week. During the other mornings, the students worked on a spelling activity for about fifteen minutes, and
then the students completed their daily language practice in their English journals. The English journal consisted of sentences with grammar and punctuation errors that related to the stories in their reading curriculum. After the teacher reviewed the errors with the whole class, the students would independently correct the sentences.

Later in the morning, we transitioned into the reading block for 90 minutes. Then, the students either went to the library, speech communication lab or worked straight until lunch. The classroom aid escorted the students to lunch and then PE. During this time, I had my lunch and planning period, and I picked up the students after PE and brought them back to the class for the afternoon portion of the day. In the afternoon, we worked on math assignments for the first 45 minutes. Afterward, the students went to art, and we held science and social studies classes when they returned. The students had a brief 20-minute recess and snack time around 2:00pm each day, and the rest of the afternoon was devoted to continuing social studies or science, makeup work; if it was Wednesday, they went to the computer lab. My cooperating teacher was also a big supporter of the school garden that was outside in the common area, so two afternoons a week, our class would spend about 30 minutes planting or watering in the garden. School finished at 3:15 p.m. each day, except for early release every Friday at 2:00 p.m. to allow time for the residential students to travel home around the state.

In exchange for my room and board at the residential dorms, I was required to tutor in the elementary school two days a week after school for about 90 minutes. I tutored four students in the second grade on Mondays and Wednesdays. On Tuesdays, I attended staff meetings, developmental trainings and team meetings. I also used my
afterschool time to meet with my teacher to discuss lesson planning, class activities and my curriculum.

In regards to my students, I had a few special circumstances. My students had a range of hearing losses from moderate to profound and all had Individual Education Plans (IEP). Four of my students were very oral and used their residual hearing and speech throughout the daily activities and when interacting with each other. Two boys who both came from deaf parents and deaf families used their voices very often and sometimes did not even use sign to support their speech. The two boys would work together and converse using their speech during collaborative learning. The other two girls both had bilateral hearing aids and used speech and voice as they needed. Mostly they used sign, but their voice was supplemental. Both of the girls came from Hispanic families that also spoke Spanish at home.

Three students came from divorced parents (or the family was going through a divorce during the time of my internship), so a few students had emotional issues and tended to be very sensitive at times. Also, one student had some major health issues that required her to go to the health center four times a day, which significantly cut into class time. She missed about fifteen minutes in the morning and fifteen minutes in the afternoon after lunch and PE. The classroom aid normally always assisted in taking this student to the health center, but on certain occasions I escorted her to and from. This student did attend tutoring twice a week, which helped her to catch up on the work that she missed during regular class time.

In comparison to my experiences in public school special day classes, my students had high ASL abilities. Their language was very rich with vocabulary and their signing
was clear and more developed. I used the ASL Scale to rate my students ASL development in order to help me determine the level of ASL my students were using (ASL Scale, Herzig, 2006). One of my curriculum goals focused on ASL development, so I wanted to gauge my students’ signing abilities before I began my curriculum. At the start of my internship, my students ASL abilities were at the early-intermediate level in the progression of interpersonal development. This means my students demonstrated confidence with using ASL, but still “preferred to converse one-on-one with peers or teachers, held their eye gaze longer, and could retell, ask/answer simple questions and summarize” (Herzig, 2006). The students’ proficiency levels were above early-intermediate, but not yet at the intermediate level. The students did exhibit many of the traits of the intermediate level, such as “asked and responded to more types of ‘WH’ questions using appropriate facial expressions” and “began to use complex sentence structure and descriptive classifiers.” My students were still learning about using reflective pronouns with the “A” hand-shape and showing inflection in verbs for temporal aspect. The students’ presentations and storytelling skills were at the intermediate level, as they showed “evidence of role playing, but not always body shifting, and use of eye gaze and facial expressions,” but they were not always consistent. The students were at an early-intermediate finger-spelling level. They would finger-spell their names and name signs and short words, but did not use many finger-spelled words in conversations. They would sometimes either point to a word or finger-spell the word to ask what it meant in English. Lastly, the students’ cultural behavior level on the ASL Scale was between early-intermediate and intermediate. They exhibited traits from both sections of the scale and were developing throughout my internship. The students were aware of
appropriate attention-getting techniques, but did not always use them and they were sensitive to the communication needs of others, but did not always act on the need during their signing or presentations. Overall, I was very impressed by my students signing abilities and their behavior. I had a wonderful class of first graders that were eager to learn if engaged appropriately.

The classroom environment itself was small for nine students’ individual desks, a large horseshoe table, the teacher’s desk, bookshelves, animal cages, three computers, a reading center with rocking chair, and a backpack area. The desks were easy to maneuver around the classroom, and many times during my internship, my cooperating teacher and I rearranged the desks into clusters to promote collaborative learning and peer teaching. Because the students’ desks were in clusters, they often used cardboard “walls” during spelling tests or reading comprehension activities and assignments so that others could not copy their work. We also had to leave an area in the far corner of the room for the students to sit on the floor or in chairs to use the ActivBoard technology. The ActiveBoard included its own technology cart with computer and projector, which often became a problem during lessons, as students would bump it or lean back into the cart. In turn, this would mess up the projection or the focus and we would spend a few minutes getting it back into focus or rearranging the seats and students on the floor. The classroom was a very print-rich environment with lots of text. The students had their own library area with pillows and beanbags to read during free time. The classroom was very colorful and had a lot going on with posters, students’ work, and my teacher’s collections of frogs on the walls; that at times, I felt the clutter was not conducive to learning as it was overstimulating.
I worked with my cooperating teacher and we assigned some time that I could teach my curriculum during the coming weeks. We decided that I could use Monday and Wednesday mornings from 9:45 to 11:00 a.m., right after we finished the 90 minutes of Harcourt reading time. When I started my internship, the art teacher had recently had a baby and was on maternity leave in the afternoons (working part time), so art was taught by the classroom aids or canceled in the afternoon for the rest of the school year. We decided that because my curriculum was developed with visual art standards in mind that I could teach my curriculum in place of art on Friday afternoons. My teacher gave me a desk in the classroom where I was able to put all my lesson plan materials as well as keep my curriculum materials during my internship.

Originally, I projected to start my curriculum during my fifth week of my eight-week internship. I was going to start on a Wednesday afternoon during the time my teacher and I had planned for me, giving myself about three and a half weeks to get through my curriculum that was projected to take three weeks. On the Wednesday of my fifth week of my internship, my cooperating teachers mother had a stroke and became very ill, and my teacher had to immediately leave for the whole week. That weekend, my teacher’s mother passed away, and my teacher was subsequently out for the entire sixth week, as well. During this time, I was teaching all afternoon, but had not yet taken over the morning English content area; when my teacher suddenly had to leave, I was left to teach the entire day. We had a substitute for about three of the eight days my teacher was absent. Due to this incident, I decided to hold off until the following Monday to begin teaching my curriculum.
I also found it challenging to implement my curriculum due to field trips, school assemblies, special events and my teacher’s absence. The activities reduced the instruction time to four days a week, one of which was early release on Fridays. I was also concerned, because I had a few lessons that involved group work. I also felt concerned because I had a few lessons that involved group work and without my teacher to assist in monitoring the small groups, these lessons were challenging.

During the seventh week, we had Stanford Achievement Tests (SAT) testing each morning. Thus, my teacher and I decided that the best time for me to implement my curriculum was for an hour and a half to two hours each afternoon. I estimated it would take me about three weeks to teach my curriculum, but I only had about nine days. I originally had three units consisting of 13 lessons total and was able to complete around seven lessons in nine days. I did combine and make changes to many of the lessons to accommodate for the time constraints, however I was not able to start the third unit. Even though there were extenuating circumstances, I noticed some progress in my students’ English writing and ASL development, in the limited amount of time.

**Description of Implementation**

A week prior to when I began teaching my curriculum, I sent home a letter to parents informing them of my curriculum that I would be teaching over the next few weeks (Figure 8.1). I gave the parents a brief summary of the activities, as well as stated that there would be some videotaping involved. If parents did not want their child to participate, they could sign the letter and return it to school. I did not have any parents return the letter, nor did my teacher tell me that any students were prohibited from being videotaped or having their pictures published on the Web when I asked her.
Dear Parents,

My name is Jessica Jabali. I am the new student teacher intern in Mrs. G’s class this spring. I am from the University of California San Diego. I am working on my Masters of Arts and teaching credentials in deaf education. I will be implementing parts of my curriculum into the classroom curriculum over the next few weeks. The students will be creating stories using pictures based on their interests. We will be working on developing their ASL and written English through collaborative learning. I will send home a letter with more on this at a later date.

I am very excited to be teaching in your child’s classroom over the next few months and watching them learn and grow. Spring is such an exciting time at school! I look forward to getting to know you and your child in the coming months and hope to meet you at the class Rodeo in a few weeks.

If you have any questions please feel free to contact me at jessrick@gmail.com.

Have a wonderful weekend!

Mrs. Jessica Jabali

Please sign your name and return to school if you do not want your child to participate. I DO NOT want my student to be videotaped.

Day 1: Monday, May 4

On my first day of implementing my curriculum I only had seven out of nine students. Two students were absent/sick; one will be out the whole rest of the week due to sickness and doctor’s orders. The other student, I’m not sure when he will return.

We also had a little shorter time frame than normal today, as certain things always pop up in the middle of the day, such as having to go watch out classroom ducks swim in
a pool for 30 minutes. I had about 45 minutes, rather than the hour and 15 minutes I had planned. The students had just come back from art, and they were a little rowdy, so I had to use a few minutes to settle the class down.

Then I began, introducing the project. I used a series or different kinds of pictures, such as photographs, computer images, and drawings. I used pictures of the students and drawings done by the students to get them interested and hooked. They enjoyed the different pictures. Next, I showed them two different types of books. One with pictures and one without pictures. I asked the students which one they preferred to read. They told me they prefer picture books. Then I asked a few questions about the book and how they knew what words meant when they did not know the word. They told me they looked at the pictures to help them understand the words and meaning.

I used this as a spring board to discuss my curriculum project. I told the students they could pick anything they wanted to write about and we would be using pictures to help develop our stories. I used some of the students favorite things, like Hanna Montana and cats and dogs to get them interested. At this point I introduced the activity, making a photo collage with real magazine pictures. We had a discussion on real and fake pictures and the students seemed to understand that pretty well. I gave examples of collages and what they were made up of. The students pointed out certain photo and object collages around the room.

As the students began to look for pictures in the magazines and cut out images, we ran into a few issues. The first issue is that the students started cutting out pictures of anything and everything. Not all the magazines were student friendly, which posed a problem. My students were cutting out pictures of body wash and lip stick. So I
intervened and asked why they like body wash? I got no answer. They really do like to play pretend make up, so I let that one go.

Some students only cut out 5 pictures during the 15 minutes they had to cut pictures out. A few of the students took this time to chit chat and not work, which was why they ended up with only 5 pictures when I asked for 10-12 each. They were also asked to write 2 sentences about their collage on the back, which we ran out of time to complete that day.

I explained the directions two times to the students, but we still had issues following them (like any other elementary class). Some students glued pictures on the back and front, while others just cut out a whole page from the magazine and glued it onto the paper. I explained what a collage was before we started the activity, but they did not exactly get that. Some students glued their pictures with even spaces between them on the paper. Next time, I will write the directions on the board as well as explain the collage a little better. I think it would have helped to have had my own magazine photo collage ready to show.

When we finished cutting out pictures, we have paper on the floor everywhere. It took a bit more time to clean up, which I did not plan for. We ran out of time to write sentences on the back and some students did not even have time to glue all their pictures on their paper. I told the students we would continue the next day. I the proceeded to hand out the photo envelopes that I had pre-made earlier in the day. I am glad I made these envelopes, because I did not think I would need them as early on in the project as I had, but it was a good thing to plan ahead.
Due to time constraints, I also cut a few pictures out of the magazines that I thought the students would like to give them more photos. I walked around and asked the students if they wanted any of the photos, and most of the students took the pictures and added them to their collages.

**Day 2: Tuesday, May 5**

Today was a short day because we had a Cinco de Mayo celebration from 10-2:30. This is one of the extra school activities that takes time away from learning and being able to teach my curriculum. In the morning we had testing again, because the students have SAT testing all week long every morning. Therefore, I was given a 30-minute window of opportunity today, so I jumped on it.

I had only 7 students again today, as two were absent. The students continued with their collages from the day before. If they were finished gluing on their pictures then I had them write two sentences about their collage. Most of the sentences were very basic, “I like ________.” “I have __________.” Next time I will be sure to ask for a 2nd or 3rd grade sentence so my students will write on a higher level. I know they are capable. We did not get to share the collages due to time, but I did have an opportunity to read over each of the student’s sentences on the back of their paper.

I then introduced the camera. I gave a brief introduction about how each student will have a chance to take pictures of something they like. I asked the students what they would like to take a picture of. I got a few answers of things we did not have in the classroom or at the school, like Hannah Montana, and dogs. Next, I explained to the students that we would walk around the school and take pictures of things that we were interested in. Then, I got answers from the students that were more realistic, like playing
on the monkey bars or playing football. The students got really excited when I told them that they would be taking pictures with the camera. We discussed if they have ever used a camera before and if their parents have a camera at home. All the students said yes and all have been exposed to a camera before.

Due to transportation issues, I was not able to get to the store to buy a disposable camera to use, so I only had my digital camera. I showed the camera to the students and then I labeled each part of the camera on the worksheet (or a blank camera), as I discussed what each part did. I used the document camera to display the real digital camera on the screen as I pointed to the parts of the camera and labeled them. I also walked around and showed the students up close a few parts that were small and hard to see on the screen.

Then, the students copied the names and parts of the camera onto their blank camera worksheets. We were only able to do the front of the camera due to the Mexican Fiesta activity. The students did have time to color the front of their camera too.

The classroom management was a little better today. It would be nice to have been able to buy each student a disposable camera, therefore they could follow along touching the parts of the camera as we labeled. I saw one problem with this idea though: 1. Money. Financially we cannot afford one camera for each child. Tomorrow I want to review the camera parts as well as finish labeling the back parts of the camera. Then, we will go around the school grounds and each child will take a few pictures after we have time to practice using the camera in class first.
Day 3: Wednesday, May 6

We had a long period of time this particular day to work on my curriculum with my students. The students did not have art on Wednesdays and due to testing the computer lab was canceled. I had my largest block of time yet, about one and half hours. I used this time to catch up on what was left of Tuesday’s activities and begin part of Wednesday’s actual lesson.

I began with an introduction about taking pictures with the camera, and getting the students very excited about using the camera. They were engaged and ready to learn. I then reviewed the parts of the front of the camera from the day before. Two of my students were absent from the day before so I quickly review the camera parts for them. Then, we learned about the back of the camera and labeled the parts on the paper. I showed the students the screen and how the camera/play back buttons work. We also discussed the importance of the zoom and the proper way to take a picture. I showed them two different pictures, one very close in someone’s face, and the other at a regular distance and asked the students which one was better and which they preferred. All the students agreed the closer one was not a good picture.

When labeling their cameras on the paper, I asked the students to draw a picture inside the screen of the camera, as if it were a real camera. The students liked this part, because they got to draw whatever they wanted. I also had them write a sentence about the camera on the back of their paper when they finished. I got some funny responses, like “I flash people.” And “My mom has a camera.” When the students finished coloring, labeling and writing I collected the papers and we proceeded to learn how to hold the camera and use it.
We discussed turning it on and holding it the appropriate way, using two hands and how to click the shutter button hard enough to snap the picture. I began writing the steps down on the overhead projector on paper, but I realized there weren’t that many to write down that was worth the writing. I abandoned that idea quickly. Most of the students already knew what to do because they have had experience with mom or dad’s camera before. Each student had a chance to take a picture of the class and practice holding and using the camera before we went on our trip to take pictures.

Before we went on our trip around the school we wrote a list of the picture shot that each child wanted. I thought this would save us time, and it helped me keep track of who took a picture and who was in their pictures. I asked the students to think of something like to do in school inside or outside and we will take a picture of them doing that. Then, each student told his or her interest to the class and we wrote it down on the list.

We then proceeded to take a few pictures of students inside by the class pets or with Hannah Montana items, and others outside with footballs and on the monkey bars or swing set. We came back inside after each student had a chance to take a picture and be in a picture of his or her own and we viewed the pictures on the projector. I scrolled through each picture so the students could see themselves. They love that! Then we discussed this was a real picture and that I would print these and give them to them for their picture envelops the next day.

I then explained to the students they would draw a picture. A made up picture drawing of their choice, but it needed to be different than the picture we just took. I gave the students white paper and let them draw. One student began to write words at the top
of his paper about “6 flags”. At first I hesitated to tell him not to write, but then I thought about it, and the words were fine. The idea of this project is to encourage writing by use of pictures, which was what he was doing (even though the picture was in his head still and not on the paper)!

When the students finished I asked them to color if they wanted and then had them write a few words or sentences on the back of their paper as a reminder for what their idea was and what they drew. We put these pictures in the picture envelopes with the students’ names and I kept them in the classroom. I had some students draw a second picture if they wanted when they finished, but most refused. Many were tired and wanted a break from all the work. They did have testing earlier that morning, so I think they were exhausted.

The students have completed two different types of images: drawing and photography. I asked the students to draw one more image, because I wanted them to have more images to choose from when they write their stories.

After school finished I attached the digital camera to the computer and uploaded the images to the photo sharing software on the computer. I immediately printed out the two pictures that the students had taken that day. I had one or two from the students individual pictures they chose the idea and place for. Some students had two pictures, because the student who took it zoomed in too much or did not zoom in enough, so we had to take another picture. The students also had the pictures they took of the whole class when we all practiced how to take pictures and each student had a chance to take a picture. I decided to print the pictures at school, because I did not have a car to transport
myself to a CVS or Walgreens to get the pictures printed, as well as it saved me money printing them on the schools color printer instead of a commercial printer.

One issue: One of my students had a medical issue and she had to go to the health center after gym everyday. Right after gym was the best time for me to teach my curriculum. This student did not get back from the health center till about 15 minutes later, therefore she missed a large chunk of the short time I had to do my curriculum. She was normally always behind due to this and I had to explain things to her separately. Unfortunately, there was not a better time when I could teach so I had to make do.

It would have been nice to have had disposable cameras for each child or pair of students. Then we could have gone out of our school tour and students could have taken many pictures on the outing of things they were interested in. Due to the interest of time and the fact that we only had my personal digital camera, we had to change plans. If I did this lesson again I would certainly try to have more cameras available.

My teacher commented on the lesson, that knowing how to use a camera is a good skill for students to know how to do. Many of my students were capable of taking pictures and enjoyed it. It is good to teach a skill, such as photography, that in the future could turn into a recreational hobby. Also, learning to use a camera and take pictures has real world application for first graders.

**Day 4: Thursday, May 7**

I wanted to finish the curriculum from Wednesday up on Thursday, but due to SAT testing we did not have any time to work on the curriculum. On Tuesday we had the Mexican Fiesta morning and afternoon, so we were behind on testing, which meant that we had to catch up later in the week. My classroom teacher chose to resume the
testing on Thursday, which took time away from the curriculum. Also the students had to make their mother’s day gifts and finish them. They had early release on Fridays, which is when the students get out early at around 2 pm so they can all travel back to their home towns for the weekend. There is never time on Friday afternoon to do much with gym and art class, so my teacher did the gifts on Wednesday and Thursday.

During the gift making I planned to pull students one on one and work on specific portions of my curriculum, but this was no feasible. Therefore, on Thursday I did not have time to work on anything curriculum related.

**Day 5: Friday, May 8**

I had 7 students on Friday for teaching my curriculum. One was still absent from the flu and another left early to go the beach with his family. I had about an hour after gym on Friday afternoon, because art was canceled.

When the students first came into the room and sat down I showed them the pictures that they took of each other around the school with the digital camera. I put each on up on the document camera so the students could see what their picture looked like. I then asked if this was a real or fake picture. They all responded with real. Then, I showed them the fake picture of the computer-generated frog on the computer. I asked where the frog came from and they told me from the computer and that it was fake.

I went to the two websites I had bookmarked a few days earlier and I showed them that there were online websites, where people can look for pictures. I showed them Flickr and National Geographic students. I asked each student for something they enjoy or like to do or something they preferred. When they told me, I entered it into the search engine for the websites and pictures came up. We then scrolled through many of them
and I discussed how we would pick our favorite picture and print it. They would put these pictures in their picture envelopes. I explained that the pictures on these websites were actually real picture images too. We did not have time to look in ClipArt for the computer-generated pictures.

After I showed the students a variety of different pictures on both sites, I modeled making a list of five things that are of interest to me or that I like or enjoy doing. I made my list on the document camera so the students could see it. Before I passed out the paper for the students to make their own lists, I said they should not copy all of my ideas. If they want to copy one or two that is ok. I decided not to have the students work in partners for this activity, because I did not want to end up with so many similar lists. Many of the girls already have very similar interests like puppies and unicorns and Hanna Montana, so I wanted to let them independently try to make their lists without influence from their peers. Three out of the seven students still had Hanna Montana on their lists of interest.

When they finished making their lists I asked them to pick one thing on their list and draw a picture of that for a drawing. I passed out white paper and they drew another drawing. I also asked them to color it and write two sentences about the picture on the back. Some students had time to write sentences, while others did not.

As students finished the pictures, I also had them fill out the Pre-writing Survey. I used this and other work in their original class picture journals as pre-assessment for my curriculum. The students answered the questions honestly and I collected them for evaluation purposes.
During this time, I was pulling students up to the front of the class one by one with their completed interests/activities list and we searched on the two websites for pictures. The students chose two items from their lists and we looked for one picture of each. Most pictures came from Flickr, because they had a wider variety of photos compared to National Geographic Students. NGS had more nature, animal and geography pictures that did not necessarily fit the needs of my students interests.

As the students chose their pictures, I saved them to the desktop and then after school I printed each picture on the color printer at the school. I put each student’s pictures in their picture envelopes with their names on them.

Issues:

There were a few censor issues on the Flickr site. When searching for certain “student friendly” images under “cowboys” a picture of a naked man using a guitar to cover his personal parts appeared in the search results. Unfortunately, I was showing the images on the big ActivBoard in the classroom. So, when I scrolled through the cowboy images, of what I thought were going to be fine, the students began to laugh at the half naked cowboy that appeared on the screen. I immediately scrolled down on the page further to avoid it, but a few students still saw it originally.

Also, when we were searching for “Houston Texans”, I just typed in those words, and the images that came up were mostly the cheerleaders, wearing their skimpy little outfits. So, I immediately went back to the top of the screen and changed it to “Houston Texans Football” and the results were a lot more student friendly. Flickr is a public site that anyone can post pictures on and for the most part they are all appropriate and censored, but a few were not appropriate for 1st grade.
The students were taking too long to pick their pictures online. They would ask me to scroll up and down on the computer so they could look at the pictures multiple times. I then began a time limit, in which they had to decide on their picture after I scrolled down and back up one time. Some students wanted multiple pictures, even after I explained that we would only get one picture for each item they picked from their list.

One of the students’ pictures did not save to the desktop, and I could not find where I saved them on the computer. Therefore, later in the afternoon a few minutes before school ended, I had him come back to the computer with me and we searched again for his pictures that he liked.

The students filled out the surveys, but some did not answer all the questions. I had two questions, “I like to write because…” and “I do not like to write because…” I originally intended for my students to answer both questions. One reason they like to write and one reason they do not like to write, but my students interpreted the question in another way. They thought if they did not like to write, then they should answer only the “Do No like to write” question. Two students did answer both questions. It was a challenge to get the students to write, because it was a Friday afternoon and they were ready to go home after a long morning of testing. I could not blame them. I still have 4 students who have not completed the pre-writing surveys, so I will have a few more I can use for assessment and evaluation purposes.

Due to the one day we did not get to work on the curriculum at all, and the first day taking two days, we were a little behind. I expected this, and we caught up a little bit, but the plans had to change for the following week. The students now have 6 or 7
pictures to choose from. The students drew 2-3 drawings, they took 2 photographs, and they printed out 2 computer images from online.

I felt the students were ready to begin writing, so I planned to begin brainstorming and creating stories the following week. It was really the last week I had to finish my curriculum or at least get as far as I could.

**Day 6: Monday, May 11**

On the fifth day of my curriculum four students were absent. Three students were at the state capitol with my teacher for a technology expo and one student was absent due to surgery. I have yet to teach my curriculum with a full class of my 9 students. I had five students to teach with today. One was absent all last week due to flu, so she was a little behind and I was not quite sure how I would catch her up to the rest of the class. The students were ready to start writing their stories today, so I wanted her to be able to write as well.

The elementary school also had a pizza party for speech in the afternoon that took about 45 minutes of my afternoon curriculum time. At the end of the year the speech staff rewards the students for their hard work, and they have to practice using their speech or writing on paper and pencil to order from hearing waiters from the Sertoma Club.

In order to catch up the girl, I decided to have the students work in pairs, two and two. Then, I would take the girl aside and work with her for a bit on the curriculum and pictures. Due to time and the fact that she missed a whole weeks worth of lessons the week before, I improvised. I had her cut out three pictures from the magazine in lieu of doing a collage that the students did on the first day. I also had her draw a picture based on the list of five interests she created. We did not have time to look on the computer, so
I gave her an extra class picture that one of the students took with the camera the week before. The student then had five pictures to choose from to do her brainstorming. The other students had 6-7 pictures, but no magazine pictures.

After gym class I did a quick lesson on brainstorming. I explained to the students what brainstorming was and what you do. I explained how it helps us when we write. On the white board I wrote the word “Brainstorm” and had three circles, each blank inside and three lines shooting out from each circle. I then modeled for the students what it would look like to brainstorm. I used my own pictures and showed how I picked three pictures from my picture envelope. Then, I wrote a word for each picture inside the big circles. For each picture and word I had to think of three ideas or words to go with the picture. These would be the ideas for the stories the students would create. I used examples of a horse, soccer, and a cat. I then, showed my thought process of thinking of ideas for my pictures. After I explained, I grouped the students into partners. I chose the partners because I know who works well together, and who doesn’t really get work done during partner work if you are not careful.

One of my students, the only boy that day did not like his partner. He refused to do partner work and wanted to work alone. At first, I was hesitant, and explained that he must work with a partner for the brainstorming portion and then he could write the story by himself. Since he was the only boy I think he did not like the fact that he had to work with a girl. So, they students partnered up and then he did not really end up working with his girl partner anyway. He did most of his work alone.

During this time, I had the girl who was absent cut out her pictures and draw her picture. When she finished she immediately started to brainstorm with her 3 pictures.
She actually caught up pretty fast to the other students who were working with partners. I think the chit-chat probably prevented them from working faster.

As I walked around while the students wrote their brainstorm webs I looked at the ideas. I had to remind myself that this was a first grade level and my expectations might have been a little high for story plot development. Next time, I should make a bubble/web brainstorming template, so the papers would be easier to read and students could space out their information a little better.

When the students finished, I looked over their webs and then asked them to pick one picture bubble to use to write a story about that picture. They chose their picture and I gave them paper. I gave them two options to begin to create their story; one to sign their story in ASL and the other was to write their story on paper. Two students chose to sign in ASL first and get the ideas flowing and then write in English. The others chose to begin with writing in English. Both options were fine to start with, but in the end they needed to have something written down. A few students wanted to immediately glue their picture onto their paper with their story. I told them that we were not going to glue yet, because we will re-write the story and need the picture to go on the other paper.

One student picked his picture and then got upset because he did not know what to write about. I told him to used his ideas he wrote on the paper and to use the picture to help imagine the story. He was getting frustrated, because he thought he had to write immediately. I took his paper away and told him that he did not have to begin writing; he could sign his story first. (After all, ASL was his native language.) The student did not want to do that either, he kept shrugging and saying I do not know. As he became more frustrated, I went over and offered story ideas and help, but he became more upset and
refused to let me help. I thought he might be having writer’s block, so I asked him if he wanted to take a 5-minute break and do something different. I also suggested that he pick another picture and try creating a story with that. He refused and said no, and sat there with his head down for a few minutes. I even had the aid go over and offer help to this particular student, but he did not want to write or sign. He just shut down.

Two students finished their stories; so after the aid and myself read over them I had the girls share their stories with each other. They went to the side of the room and signed their stories to each other. After the girls signed their stories to each other, I told them they could pick another picture and create a story for it. The girls were so excited, they clapped their hands and ran to pick up another piece of paper to begin their story. They immediately started to write.

The brainstorm paper the students did at the beginning of class was very helpful because it had vocabulary words that I had spelled earlier for the paper. Instead of me having to sign and fingerspell the word again, they were able to look at their brainstorm paper for easy reference and spelling.

After school I viewed the stories and was very surprised at the level of writing I was getting in first grade. There were two different types of stories. One was the repetitive type, that basically was a list with repetitive sentences, for example, “The dancer…. The dancer…” Or “Hanna Montana can… Hanna Montana can…” I’m not sure the students understand the story plot structure or having a beginning, middle and end. I explained this to two students and then story changed a little bit and had more of a plot. I could tell they used the pictures to help create all their stories though. Even the
girl that was sick all last week was able to catch up and complete one story. I was very impressed with how hard she worked.

I noticed the students love to write about dogs and puppies. They also are good at writing stories about being little and then now, when they are grown up. Half of the class has the understanding of a story plot, with a beginning, a problem and how it is solved and the ending. A few still do not have this.

Using partners was hard today, because the numbers were so small. Three students ended up working together, while two worked independently. I was not able to use the partner rubrics today either, due to the small numbers and the fact that only three students could be evaluated with the “partner rubric”. I think I will use them during Day 6. One of my students crumbled up one of his brainstorm papers at the beginning of class. I un-crumbled it and told him I wanted to keep it. I thought I could use it to compare his brainstorming from one paper to another.

I feel the girls enjoyed this activity more than boys. The girls like to write and share and work with partners. Two girls wrote two stories and two girls from one story. The boy who shut-down was unable to complete a story and he will be working on his the next day. Student M. was a bit of a challenge.

I feel the students can continue to work on their stories tomorrow. The rest of the class should all be back by Tuesday, so we can continue writing and complete brainstorming. I wanted to film the students in the next day or two in order to be able to watch the videos and critique their work. I have really enjoyed watching the students work during this project and creating their stories. I have so much fun reading them.
Day 7: Tuesday, May 12

Originally I had wanted to begin filming the students stories on this day, but I decided that the students needed a little more time to develop stories as well as practice their stories. They were still reading off the paper, which is ok, but I wanted them to be a little more familiar with their stories before we videotaped.

The women who rents out the camera was also absent, and their was testing in her classroom all day, so I could not get into the room to borrow the camera. Also, the camcorder requires a specific tape to record on and the school was out. So the night before I wanted to film I went on a wild goose chase to find the tape I needed to fit the camera. I went to three different stores and none of them had one. I also did not have a car or a ride, so I only had the luxury of going to a place that was in walking distance. I asked my CT if she had one as well as a last resort, but she did not either. Next, time I will have better planning on my part and get the tape ahead of time by a week, so I can use it when the time is right and not have to wait around. But, it was not a total bust, because my students weren’t ready to begin filming anyway.

I had about 45 minutes in the afternoon due to testing still going on in the first grade in the mornings and afternoons. I decided that my curriculum is going to be cut short quite a bit. The students will have enough time to film their stories, but we will have limited time to edit and revise the stories. I tried to make time to compare the English story vs. the signed story, but the time is tight for that too. I wanted to get the students to work with partners and use the rubric to compare the stories.

The morning of testing, on of the students’ tests one on one, so he was finished and just sitting in the class. Fortunately, for me, he was also the boy who they day before
did not want to work or write a story. So, I took this opportunity with the permission of my teacher to pull him aside and work one on one with him on this story for my curriculum. It was a new day and he had a new attitude, and it was the morning, which is the best time for the students to work. I decided to capitalize on this opportunity.

We worked independently and he wrote two stories with me. One about baseball and the other about a poisonous blue frog. I gave him a little more help than I normally would with the whole class, but since we were one on one I utilized this teaching technique. I used the white board to help generate sentence frames for him, while using his own story ideas. He signed his ideas, and then we put it into English form on the white board, and he wrote it on his paper. We used a combination of both ASL and English at the same time when developing his story. When he finished his story, I had the student read it back to me. As he signed it, he would add certain words (adjectives). He had a sentence, “I like baseball because you can run”. When he read back through his work, he added “fast” to the end of the sentence, to say “I like baseball because you can run fast”.

One this day during the afternoon time, right after gym I only had 8 students. The same student from the previous day was still absent due to surgery. I used this day to catch up the 3 students who were absent from the previous day and allow my students time to practice their stories to prepare for recording. When I first began the lesson, I used peer teaching to discuss what we did the previous day. Two of the students who were present on Monday described what we did and modeled on the white board, while the students who were absent watched and asked questions. When both students finished discussing, I went back and reviewed the activity as well as summed up the idea we were
working on. I think using peer teaching is a great tool. It really showed me that the students were excited about the project and they were paying attention and understood the previous days work. Peer teaching is a great way to check for comprehension.

Three students wrote brainstorm papers for three pictures they chose from their picture envelopes. While two students shared their two stories with each other. They took turns signing their story in ASL and reading the story in English. The students worked in partners on this activity and when they finished, they used a rubric to evaluate their work on their stories and with their partner on the activity. Two more students finished their second stories and those two students paired up to work together in a pair sharing and reading their stories with each other. They began their rubrics too.

During this time I walked around the room and monitored progress of the students in their groups, as well as those creating their brainstorm sheets and first stories. When the three students finished their brainstorm sheets, I asked them to pick their favorite picture and begin writing or signing their story. They all chose to write their stories. I think this was due to the fact that their brainstorming sheets were very concise and had full sentences on them. Basically they just copied their sentences to their paper. These three students barely finished their first stories when the students had to go to art.

It is hard to offer support on an individual project for all 8 students at one time. Some students need help with spelling, while others finish fast and want to know what to do next. I did not have my aid, so I had to manage as best I could in the classroom. For the most part, splitting the students up was effective and they had exposure to partner work as well as sharing their stories. I should remember to encourage the partners to use each other as a resource for help when they don’t understand something during a lesson.
It is hard when I never had a full class of students and every day I spend my time catching up others. The students are always on different pages and work at such different speeds, my plans are constantly being changed or moved. I have been so flexible with this project.

Looking back, I wish I could and would have started this project earlier. I would love to see the final product. I wanted to post the students stories in the hallway with their pictures and do a picture walk. I also wanted to invite the parents to the class to watch the students present their stories. Timing has been such a big issue and field trips and events popping up during the school day. I just found out another thing my class has to do this Friday. There is a deaf music man coming to the school to present on Friday which will take time away from the afternoon in which I planned on having the students share their stories with the class. Or there was the Barbara Bush video conference with schools all over Texas for two hours on morning that we found out about the afternoon before it happened.

Typing the stories is also an issue in my class, even though we have 3 working computers, plus my teachers computer. Only my teachers computer has the software program for the students to type their stories. Therefore, only one student at a time can type their story. This is very time consuming.

I have the tape for the video camera now, but if I cannot bring the students into the room to tape due to testing. I have brought my laptop as a backup. I will set up iMovie and let the students film themselves on my camera. There will be no reason to why they cannot begin taping their stories on this day.

Day 8: Wednesday, May 13
Today, on the agenda I wanted my students to give their stories titles, pick their favorite story, and then practice signing their story. The students were supposed to practice reading and signing their story first, and then share with a partner. When both students have shared their stories with each other, I had them fill out the Partner Rubric for Brainstorming and creating their stories. Then, I wanted to film the stories on the camcorder, and after that I wanted the students to work on another rubric. This rubric was to look at the differences between their signed story in ASL and their written story in English. They worked with partners to determine the answers on the rubric.

The one student who was absent, two days previously was at school today. Since we started developing our stories this week, this student has missed both days of brainstorming and creating stories. Today was the only day we had to finish the creating of stories because we were videotaping. I had to improvise. This student had no brainstorm list or ideas on paper. He also missed last week on Friday, when the students looked online for pictures they were interested in. Therefore, this student did not have any pictures from the computer. He had four pictures, two that he drew and two that he took with the camera. For the sake of time, I had him choose his favorite picture out of the four he had. Then, asked him to create a short story. Luckily, last week when I had the students draw their pictures, he was one of the students that finished early and had time to write a few sentences on the back of his picture. This was beneficial to this student, because he basically already had brainstormed on the back of his drawing. He used those ideas and pre-written sentences to create his story.
Only two students last week wrote ideas and words about their drawings on the back. If I do this again I would definitely make sure that I had my students write a few sentences or ideas on the back of each picture. It proved to come in handy. This student had to work fast, but he was able to create a short story about football and then join in with the other students who were sharing their stories and practicing for filming.

During this time the other students were creating titles for their stories. I gave a brief mini lesson on what a title is and how you create a title based on the information in your story. My students still were picking random names for their titles and writing them. Two students copied “Title” off the board and onto their papers. I had to explain to him and her again what the title was.

After the students created titles, and finished writing their stories on paper in English, they paired up with a partner and signed and read each others stories. At this point, they had picked their favorite story, which would be the one we would film later. The students practiced for about 20 minutes and during this time students completed their Partner Brainstorm Rubric, as well as the pre-writing surveys.

I set up the video camera during my lunch break so there would not be any technical difficulties. I did bring my lap top has a back up, in case testing was going on and the camera/technology room was occupied. Fortunately, I was able to get into the room and set up the camera on the tripod and test it out before the students came in to use it. I put in the tape and made sure everything was connected. I also did a short mini introduction on the tape with my name and my graduate school and the reason for the students presenting their stories.
I was not quite sure how to get the video footage off the camera tape onto a DVD or computer, since it recorded on the tiny DVM tapes. I also could not take home the camera to my dorm, because it was the schools. My cooperating teacher originally told me I should ask one of the technology department staff. I was worried this would be a bigger maneuver than I had planned. Thankfully, the women in the technology room who lent me the camera, also told me how to get the footage off when I finished. I just left the camera with her and she would upload the contents to the computer and burn the stories onto a DVD for me. I did not have to mess with any of the uploading or computer technology business myself. I am very appreciative of the sweet woman who helped me and saved me a lot of time.

I realized that I was not going to have enough time to work with the students to edit, revise and add details to their stories. Timing has continued to be a huge issue with my project. I thought that we might have had time to type the stories on the computer, but when it came down to it, we did not. Since, there is only one computer with the correct software on it even though we have 3 other working computers, it just was not feasible. Each student would have to go type their paper and that would take about 15-20 minutes per child, because their typing skills are not as perfected as an experienced typist. I did not want to start letting a few students type their stories and then run out of time and the other students would not have typed theirs. Also, the stories needed to be edited by at least the teacher before the students typed the final copies, and we did not have time for that either, so it was in everyone’s best interest to not type the stories.
Day 9: Friday, May 15

Today was my last day at my placement, therefore I need to provide closure to the curriculum I had started and tie up any loose ends. I received the DVD of the students stories from the reading specialist assistant so we could watch it on the projector in our classroom. I had the students sit down at their desks and we watched all the students stories straight through the first time. The students really like the stories and watching themselves on camera. My cooperating teacher and aid got to see the students stories for the first time and they were both impressed. The students would laugh at each other and they commented on my bad camera handling skills. I also accidentally held up a paper into the screen during one of my students stories, and the students noticed this immediately and pointed it out during the presentations.

As I watched the students’ stories on DVD for the first time, I realized that the students did not really have a chance to memorize their stories, so they were just reading off the paper that was in front of them. This directly affected their stories, because most students signed word for word in English from their paper, instead of signing the story in ASL. They relied too much on the paper, instead of using the picture to help them create their story. I felt like this was partially my fault, because we did not have enough time to memorize the stories. If the students had more time, I think their stories would have been less ‘Englishy’ and more ASL like. I should have encouraged them more to use the picture and not read off the paper as much. During the filming of the stories, I should have held the pictures in front of the students, and not their written stories, therefore they would have been more inclined to use the picture for help instead of signing word for word in ASL.
After we watched the stories, my cooperating teacher suggested that we watch them again, one more time, later in the day and have the students critique themselves. She said this was a very important part of them developing their presentation and social skills and she said they would benefit greatly from it. We decided that each student would comment on something they did well during their presentation, such as good eye contact, clear signs, good use of facial expressions and non manual behaviors, etc. Also, they had to pick something in their presentation that they wanted to improve on for the future, if they presented again, such as do not read from their paper in English, better eye contact, more animated signing, etc.

We watched each student’s story again and then one at a time, each student came up after their story and listed one thing they did well and one thing they need to improve on in their presentations. At first, the students were hesitant and they did not really understand, so my cooperating teacher and I modeled for the students. Then, I listed a few options for things that were good, and things that student’s could improve on. The students did a good job, and many had original ideas about their presentations critiques, such as they had good role shifting, they smiled during their presentation, or they could improve on making their signing more clear, change the way they signed something or slow down during their presentations. I was shocked, and realized that I had underestimated my students, and my expectations were too low for them.

After the critiques, I had the students answer the final writing survey, to see if their minds and opinions changed about writing after the picture journal lessons. In some ways, I felt that I pushed writing a little too much and that students got tired of writing and frustrated that when they had to answer more questions about their writing they were
answering based on their feelings that moment. Most students said that they did not like to write, when their original survey said they liked to write. I did not understand how this project could do that, and I was a little upset that they felt that way. I never intended to change their opinions about writing in a bad way. I think next time, I should wait and have my students answer the survey a few days later. Unfortunately, in my case, it was my last day and I had to rush to tie up loose ends.

Before leaving, I asked my teacher if she would allow the students to type up their stories after they edited them with her or the aid. I wanted the stories to go into final published form and create a book for the entire class to enjoy and be able to read again.

In the future, if I teach this curriculum again I want to have my students present in front of a live audience like their parents or other peers. I think it would be a great idea to have my class present their stories to an older elementary class such as third or fourth graders. I also would suggest to them to not use their written English papers, and encourage them to use note cards or post it notes with pictures or images to help assist their memory while presenting. They could also use their picture they chose, and maybe a piece of paper that has three other pictures drawn out in a story line or story map with a picture of the beginning, middle, and end.
IX. Evaluation & Findings

My curriculum addressed the following three goals:

1. To motivate and improve students development of written English and ASL through the use of photographs.

2. To promote ASL development through student-created stories using their own interests.

3. To encourage collaborative learning with peers by sharing student’s stories and receiving feedback from partners.

In order to show that the goals were met, I collected data in three different ways during my curriculum implementation of the lessons: field notes, teacher-created rubrics and student work samples. The sources of data helped me to determine if the curriculum implementation and the curriculum itself were effective.

Field Notes

I used a combination of anecdotal, descriptive, reflective and theoretical notes for evidence to determine if the goals were met for my curriculum. I documented direct observations with my students in the classroom and outside of the classroom during activities that pertained to the curriculum. I recorded the date for each event, as well as the students who were involved. I also wrote down any valuable information, both positive and negative. I took notes during my lessons, when students were working individually and with partners, and after my lessons I added reflections and suggestions. I also asked my cooperating teacher for feedback after a few of my lessons (to get a different perspective) and information on anything that I might have missed. During a few of my lessons, I used the video camera to document my students while creating their stories in ASL. Through the field notes and videos of my students, I looked for signs of
student engagement and enjoyment in writing, as well as for understanding of the material being taught in the lessons.

**Teacher-Created Rubrics**

I created different types of rubrics such as checklists, descriptive and numerical. I used the rubrics to assess how my students worked collaboratively with partners, how they enjoyed the activities, what they would change for next time, if they followed directions, and if they felt they accomplished the task. The evaluations were given at the beginning of the first unit and the end of the last unit to assess student interest in writing. The checklists and rubrics were given at the beginning of partner work to help students stay on task, as well as to evaluate their stories throughout the lessons as progress was made. I used checklists personally to ensure my students were all on the same page before moving on to a new lesson, and to check for completion of assignments. I also used the numerical rubrics at the end of the unit, as a way to evaluate students’ presentations of their stories.

**Student Work Samples**

I collected the students’ picture journals that my students wrote in throughout the implementation, as well as their ASL story videos, story topic brainstorming lists, and pictures and images created by students during the lessons. They had many different stories and drafts of their work. I collected these at the end of my implementation to determine how their writing progressed throughout the lessons. Additionally, student work samples informed me as to which students were struggling, and if using their interests and pictures helped develop their written English. Other student work samples
from other activities at the beginning of the first unit were used as evidence of understanding of the art and picture concepts taught.

The field notes and rubrics corroborated with student work samples. I recorded my field notes in a journal during the school day and then typed my notes into my laptop later, or, I typed my notes directly into the computer after the lesson. My students each had an envelope in their desk where they kept their own pictures and images for the lessons. These were turned in after the final presentations, as well as the picture journals with the students’ stories and drafts. I also kept a folder where I collected all the rubrics and student work samples for evaluation at the end of my implementation. I kept the folder of work in the classroom during my student teaching placement, to use in the case of a parent conference, IEP meeting, or for the students to reference. At the end of my implementation I took the work samples from the classroom for further individual evaluation of my students, as well as the curriculum as a whole.

**Findings**

Based on the various data sources, two goals for this project were successfully satisfied. Due to time constraints of the project, the third goal was not completely satisfied.

The first goal of my curriculum was to motivate and improve students’ development of written English and ASL through the use of photographs. During the lessons, the students were motivated to use photographs when they learned about the digital camera and how to take photos. I noticed the students’ motivation evidenced by:

1. They all wanted to be the first to take a picture, and each student had a different idea of a picture they wanted to capture.
2. I asked the students to share their experience with
photographs or cameras, and all nine hands were raised. 3. Students talked about using their mom’s camera and flashing people with the flash. 4. The students knew many of the terms for the camera during the camera labeling activity (See Appendix A, pgs. 150-152). For example, all the students signed the word “flash”, before I could even point to it on the board. 5. The students were also motivated during the picture drawing and brainstorming activities. I required one picture with one sentence, however many students were motivated to go beyond. For example, three students created two or more hand drawn pictures, as well as wrote two sentences on the back of each picture. Using the camera to take photographs related to their own interests and developing stories, was essential.

Other evidence that I satisfied this goal comes from my students writing and work samples (See Appendix A, pgs.158-167). At the beginning of my internship, I made copies of the students’ photo journals that the teacher had already been using in the class. Whenever the students went on a field trip, the teacher would take pictures of the event and then the students would write about it when they returned. This activity was very similar to the Learning Experience Approach. I made copies of the students’ most recent writing, which was from their trip to a local rodeo. I also made copies of my students work after they completed their final story from their picture journals. The differences in the numbers of sentences that each student wrote about their picture that they chose increased. When the teacher gave them a picture of themselves at the rodeo or of the animals and then had to write about the picture, the students only wrote an average of one to three sentences. On the other hand, when my students picked their own picture of
interests and wrote about it, the sentences increased upwards to four to six sentences per story.

In the students’ original writing, many of the sentences were basic and included sentences in the following structures: subject-verb; subject-verb-adverb; adjective-subject-verb. The students’ new stories from their picture journals had sentences with more varied structures, such as questions, onomatopoeias, “because” clauses, and adjective-subject-verb-subject.

Table 9.1 shows the pre-curriculum survey results. When asked if the students liked to write, six students circled happy faces. One student circled a medium face and one student circled a sad face. When asked how often the students liked to write; two students said they always liked to write, four students circled they sometimes liked to write and one student circled she never liked to write. The survey also asked the students why they like to write. Three students said, “because writing is fun”, one student said “because the Houston Texans football team teaches him to write (he learns vocabulary through football and is interested in that team). Another student signed, “because it is good to help with homework”; and one student signed, “because it makes her happy”. When asked why the students did not like to write, answers varied from two students saying that writing takes too long, one wrote it was boring and one wrote writing is sad.
Table 9.1 Student Writing Evaluations- Pre-Curriculum Results

<table>
<thead>
<tr>
<th></th>
<th>I like to write (Circle: happy-sad faces)</th>
<th>I like to write (Circle: always, never, sometimes)</th>
<th>I do not like to write because...</th>
<th>My favorite thing to write about is...</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOTALS</td>
<td>6-Happy</td>
<td>2-Always</td>
<td>3-Fun</td>
<td>2-Hannah</td>
</tr>
<tr>
<td>Notes: N=8 students</td>
<td>1-medium</td>
<td>4-sometimes</td>
<td>1-Texas teach to write</td>
<td>3-puppy</td>
</tr>
<tr>
<td></td>
<td>1 –sad</td>
<td>1-never</td>
<td>1-good for homework</td>
<td>1-dancer</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1-makes happy</td>
<td>1-frog</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1-Texans</td>
</tr>
</tbody>
</table>

Additionally, one student preferred to draw instead of write, one did not like to write, another signed it was hard, and one student did not like to write about words dealing with the Colts football team (See Table 9.1). When asked what their favorite thing to write about, three out of eight students’ favorite thing to write about was puppies and two students like to write about Hanna Montana. The other three students preferred to write about dancers, frogs, and Texans football, respectively. The data showed that student, J.R., circled that she never liked to write, but also said that she liked to write because it was good to help with homework. Many of the students survey answers are contradicting to their other answers on the pre-curriculum survey, therefore it is not completely clear how the students really feel about writing.
Table 9.2  Student Writing Evaluations- Post Curriculum Results

<table>
<thead>
<tr>
<th></th>
<th>I like to write (Circle: happy- sad faces)</th>
<th>I like to write (Circle: always, never, sometimes)</th>
<th>I like to write because...</th>
<th>I do not like to write because...</th>
<th>My favorite thing to write about is...</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOTALS</td>
<td>2-Happy 3-Medium 4-sad</td>
<td>3-always 5-sometimes 1-never</td>
<td>1-fun 1-write with pictures 1-helps me write better 1-likes stories 1-dancer</td>
<td>3-boring 1-english is not fun 2-not fun 1-want to draw 1-lots of homework</td>
<td>1-rainbow 1-Texans/football 2-draw 2-mermaids 2-Hannah 1-frog 1-puppy</td>
</tr>
</tbody>
</table>

Notes: N=8 students

The post-curriculum survey shows the changes in student’s answers (See Table 9.2). Seven out of eight students answers changed from the pre-curriculum survey. The answers to the first question, I like to write, two students circled a happy face, three students circled a mild face, and four students circled a sad face. Four students changed their answers from happy faces to medium or sad faces after the picture journal curriculum. When asked how often the students liked to write there was a positive change. Three out of eight students prefer to write all the time, while five students like to write sometimes, and one student never liked to write. The student who never liked to write, was the same student who circled never in the pre-survey. The students were also asked to write their favorite thing to write about, and five out of eight students changed their topic choices to rainbows, Texans, Hannah Montana, puppies, mermaids, and frogs. The results to the post-curriculum surveys showed some negative changes in the students’ views about writing.
Pre and post writing surveys provided further evidence that this goal was satisfied (See Tables 9.1 & 9.2, pgs. 131-132). The students’ answered the question, “I like to write,” by circling a happy, mild, or sad face. Their responses changed dramatically -- and not in a good way. This may have been because my students did a lot of writing in a short period of time, and normally this is not the case. Additionally, they were exhausted from standardized testing that happened the same week that I gave the post writing survey. At first my students had happy faces and answers such as “always” when asked how often they liked to write. After my curriculum implementation, I had more mild and sad faces, and more “sometimes” for how often they liked to write. In the post-survey, I did get different answers for the question, “I like to write because…” A few of the answers included: “to write with pictures,” “it helps me be a better writer,” “I like stories,” “I like to write about dancers” compared to “it is fun”. This shows evidence that five of my students were motivated to develop their writing through use of the photographs.

A final piece of evidence that suggests my students met the goal of “motivating and improving students development of written English and ASL through the use of photographs” comes from the students responses to the rubrics we used to evaluate their stories in ASL and English (See Table 3, pg. 134). When asked which picture journal story was better (their ASL signed version or their English-written version), all nine students in my class chose their ASL story as being the best. Four of those same students also selected their written English story as the best. When asked which story they thought needed more work, three chose their English version of the story, three chose their ASL version and three students chose both stories. The same three that chose both
stories that they liked better also chose both stories to work on. This suggests that my students preferred their ASL stories. It is interesting that equal amounts of students wanted to work on either their English or ASL story and some wanted to work on both. This shows that they wanted to improve their work in one or both languages and are motivated to change. They understood the value of knowing and using both ASL and English in a bilingual classroom.

Table 9.3 Comparing Stories- Rubric Results
ASL-signed & English-written

<table>
<thead>
<tr>
<th></th>
<th>I think my story is better…</th>
<th>I need more work on my story…</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.R</td>
<td>ASL</td>
<td>English</td>
</tr>
<tr>
<td>C.H</td>
<td>Both</td>
<td>Both</td>
</tr>
<tr>
<td>M.S.</td>
<td>ASL</td>
<td>English</td>
</tr>
<tr>
<td>G.S</td>
<td>Both</td>
<td>Both</td>
</tr>
<tr>
<td>K.T</td>
<td>ASL</td>
<td>ASL</td>
</tr>
<tr>
<td>A.E</td>
<td>ASL</td>
<td>ASL</td>
</tr>
<tr>
<td>J.R</td>
<td>ASL</td>
<td>ASL</td>
</tr>
<tr>
<td>C.K</td>
<td>Both-ASL &amp; English</td>
<td>English</td>
</tr>
<tr>
<td>C.U</td>
<td>Both</td>
<td>Both</td>
</tr>
</tbody>
</table>

**Totals**

**Note: N=9**

Five students thought their ASL story was better.
Four students thought that both their ASL and English stories were better.
Zero students preferred their English story version.

Three students wanted to work more on their English version.
Three students wanted to work on their ASL version.
Three students wanted to work on both versions of their stories.

Another part of the rubric asked the students if they liked their story and what their favorite part was. All the students wrote “Yes,” and five out of nine students wrote
a complete sentence regarding their favorite part of their story. I also asked if both their ASL and English stories matched their picture they chose, and all nine students put a happy face as their answer to the question. In bilingual education and bilingual classrooms, it is important for students to see the importance of two languages. Due to the fact that my curriculum was only a few short weeks and not a whole year span, the students’ did improve in their writing and ASL version of the story and with more time, there may have been different results.

The second goal of my curriculum was to promote ASL development through student-created stories using their own interests. When I began my placement, my students had just finished presentations on ponds. I was not able to watch my students present their pond Power Point slides in person, but my cooperating teacher did give me video footage of the presentations to watch when I arrived. I watched my students as they signed about their ponds and assessed their ASL skills and abilities. At the beginning of my placement, before my curriculum most of my students’ ASL abilities were in the early-intermediate to intermediate levels. Over the eight weeks at my internship I documented notable progress and growth in their ASL skills by comparing their pond presentations and their most recent picture journal story presentations. After we watched the picture journal stories as a class, my students critiqued themselves by providing something they did well and something they could work on or improve for next presentations. Most of the students signing slowed down and their signs were more crisp and visible in front of their bodies. The students also had better eye contact with the camera. The students noticed positive improvements between the two presentations in their speed and pacing, sign clarity, eye contact, and smiles.
Another example that my students met the goal of ASL development comes from two particular students. When working with M. on his story about baseball and editing it during the writing process M. signed, “I like baseball because you can run.” After he signed this he stopped and thought for a minute and then he signed the sentence again, “I like baseball because you can run fast.” Then, he got a pencil and added “fast” to the end of the sentence on his paper (See Appendix A, pg. 168). As he signed the story to himself, he added his own adjectives to make the story more elaborate. The other student, J., was signing her story in front of the camera for the sharing presentations. When I watched her rehearse her story in class with her friend and practice by herself, I did not see nearly the amount of elaboration and non-manual and manual behaviors that I saw her add to her story when we presented. As she signed her story in front of the camera she did not sign exact English, “Puppy can eat small bones”, but instead she signed it in ASL, “PUPPY-CAN (head nod)-EAT-BONES-SMALL-SMALL (purse lips). EAT-EAT-EAT-BONES.” There was added enhanced emotion and body language in her signing. Normally in class, J. did not show this kind of expressive sign. It is possible that the student’s never really did these certain kind of activities in the normal class curriculum that gave her the opportunity to showcase her abilities. It was so refreshing to see such body language and emotion.

Due to time constraints, I was unable to focus on ASL as much as I would have liked to. The students did use ASL with each other when they partnered up to practice their stories and brainstorm, as well as to share their ideas and pictures with the class. They definitely were excited to share their interests with the class, and they made it clear
by chatting in ASL during most of the lessons when they were working individually on their stories.

There was one slight problem that affected a majority of the other students when presenting their stories. Due to lack of time, we did not have as much time to practice the stories or make note cards. Therefore, when it came time to present their stories in front of the camera, I held the students written copy of their story below the camera for them to see during their presentation. I did not notice at the time, but about seven out of nine students signed their written English story verbatim using English syntax and not ASL. They did not sign it in full ASL with emotions, elaboration and facial expression. This made me realize that students will focus on the English rather than ASL when reading and signing at the same time.

Next time, I will only hold their picture in front of the camera, and encourage them to use the picture to help remember parts of the story. I also got a great suggestion from a teacher about creating a story map with three or four pictures of the main events that happen in the story. This way if the student gets stuck during their storytelling, they can look down at their story map to help them. Both of these ideas will help the student rely less on the English text and encourage them to sign their story in ASL. Overall, I was very impressed with the students signing in the classroom and during the curriculum. Classroom observations provided evidence of ASL improvement during partner work and providing feedback to each other after presentations; the students were successful in meeting this goal.

The third goal of my curriculum was to encourage collaborative learning with peers by sharing each other’s stories and receiving feedback from partners. Due to time
constraints, this goals was not completely satisfied. We did not have time for revising or editing, so my students did not get to work with their partners in receiving peer feedback to the depths I had originally planned. Peer feedback is valuable to the writing process. Students learn that editing, checking writing and critiquing their own work with peers provides additional opportunities to improve. In the interest of time, I had to create other ways for the students to work collaboratively with a friend.

When I came into the classroom it was very evident that collaborative learning had previously been used. The students’ desks were in clusters and my teacher used peer teaching for many of the activities, especially math. Students teaching students is such a powerful tool, and I wanted to make full use of this in my curriculum. Throughout the picture journal writing process, the students had many opportunities to work with partners to share their work and practice presenting before we videotaped. During the brainstorming lesson, the students worked with partners to make a list of things they were interested in and would want to write about. My cooperating teacher had informed me that my students had worked together before, but when assigning partners, she allowed the students to pick. They thought they were choosing, but the teacher had already pre-consciously decided. As my students were “choosing” their partners, one male student did not have a partner yet, so I suggested that he work with one of the female students. He initially agreed, but when I walked around to observe their work, he was sitting alone at his desk and ignoring his partner. I asked him if there was a problem and he told me that he did not like girls and did not like his partner. He wanted to work by himself. I did not know how to respond at first. I then told him that sometimes we have to be partners with people who are not our friends. We have to treat everyone with respect in
the class, even if we are not best friends with them. I told him that he could work by himself on something different, but for this lesson he needed to work with his partner. He was a little slow getting started, but his partner quickly helped him warm up.

I also had issues with odd numbers of students and students being absent. For some lessons, I asked the students to keep their same partner from the day before, but due to absences, many students’ partners were not present the consecutive day. Therefore, we had to improvise and pair up students with students who did not have a partner either, or make groups of three. The groups of three were not always the most productive, because they had one more partner to share their story with or begin talking to. In the future, a group of three would be fine, but for the interest of time, I would partner that student with an aid or partner group that is already finished with their work.

I used a rubric, (See Appendix B, pgs.171-174) with the lessons that had partner activities or collaborative learning to gauge the students’ feelings about working with partners. When I looked back over the rubrics all my students put a happy face for “worked with my partner” and all nine students also put a happy face for “had good behavior.” I specifically remember handing out the rubric and explaining it to my students. Afterwards, a few students immediately had questions about some of the parts of the rubric. I asked the student partners to further explain the rubric. The students learned to use their peers as a resource and to help each other understand.

On the last day of the curriculum, we watched the videotape of the students’ picture journal story presentations. When they finished, each student had the opportunity to stand up in front of the class and list something positive about their presentation and something they should work on for next time. These first graders were aware of the
importance of eye contact, pace of signing, facial expressions, and ASL sign choice.

Even though they did not get to critique each other’s work, they did have a chance to comment on their own work. The third goal was not completely satisfied, but my students did work together collaboratively in different ways than expected and critiqued their own work.

Overall, I believe that my curriculum was successful when many different factors were taken into account, such as time, support, testing and field trips. The evidence I collected reflects the students’ success and achievement of the goals I created for the curriculum. In many ways, my students went above and beyond during the few weeks, and multiple times my expectations were surpassed. I am amazed at what my students did in such a short amount of time, and I am very proud of their efforts and performance.
X. Conclusion

My internship was such a great experience, and I had so many successes, as well as trials, but everything was an opportunity for learning. I exposed my students to visual arts through photography, drawing activities and digital images. I watched my students pick a topic they were passionate about and then create a hilarious story. I did not know my first graders were so technologically savvy. My students knew how to play games on the ActivBoard and create PowerPoint presentations before I got there, so I was not really surprised when they all knew how to use a camera, too. I got to see my students work with partners and break free from the same cliques and friends they normally spent time with. I watched my students pick a picture, brainstorm an idea, and then transform it into a beautiful ASL story and write it in English.

In hindsight, I would not change what I did or how I taught it, because it was a learning experience. The way that everything happened has educated me and taught me so much than I ever thought I could learn about teaching. Looking forward, I would love to do my curriculum again. I would love to teach it to the full extent that I developed. I want to focus more on ASL, peer feedback, and editing my students’ English writing with them. I would definitely start my curriculum earlier next time I do it or teach it for a longer period of time to ensure I could get through each individual lesson. Due to time constraints, I had to combine many lessons into very few days.

Professionally, I think this was an amazing learning experience, because I developed an idea and created a curriculum that followed state standards, taught it and most important, reflected on it. Most teachers teach an idea based on their intuition or their experience from the past. I have had the opportunity to take my idea and
experiment with it and make adjustments as needed and now I can teach it all over again, hopefully obtaining some different results. Throughout this experience, I also had opportunities to work with many of my colleagues, such as the reading specialist/coach, the technology specialist, the ASL specialist and others at the residential school, who might not be available for support in a public school special day class. I feel fortunate to have had opportunities to learn from these educators.

On the final day of our curriculum, we watched the students’ presentations of their stories in ASL. They also showed their written English story and picture. The students critiqued each other, and it brought joy to my heart as they laughed at each other and smiled during their stories. They commented on my mistake of moving into the camera view during one of the students stories. They liked their stories so much that we watched them twice. Unfortunately, due to lack of time, the students’ parents were not able to attend the presentations. I also did not have time to take the students stories and make them into a class book. Fortunately for me, when I get my own classroom and become a teacher of the deaf, I will have my whole future ahead of me to reteach my curriculum, have my students make different picture journal stories, and satisfy old and new goals. But for now, I can watch my first graders picture stories on the video and be proud of what everyone accomplished in a few short months!
References


Appendix A: Student Work Samples
Unit 1 Lesson 2: Parts of a Camera Worksheet

Parts of a Camera

Front

Shutter button

Zoom

On/Off

Flash

Body

Lens

Back

Zoom

Shutter button

Play/Save

Screen

Menu button

Hannah Montand
Parts of a Camera

Front
- Shutter button
- Eye hole
- On/off
- Flash
- Body

Back
- Zoom
- Eye hole
- Shutter button
- Play/record
- Menu
- Body
- Screen
Unit 1 Lesson 5: Brainstorming with Pictures
Story Ideas List

1) Houston Texans
2) Summer camp
3) Transformers
4) Play game
5) Houston football

Bye!
Gr 2

Soccer

1 monkey

puppy

2 UT longhorns

frog

3 frog

unicorn

4 dog

baby loin

5 cowboy
Unit 1 Lesson 5: Brainstorming with Pictures
Brainstorm Webs

- Monkey
  - Can be hanging from tree
  - Can eat banana

- Puppy
  - Can play

- Dog
  - Can eat small bones
  - Can turn back
  - Can play ball
monke play tree
puppy
play ball
doll monkey horse
key
play face
play toe
baby
hours
doll horse
G.S.
I feel goat!
We had fun!
Rodeo is cool.
I want pig with number 1# I want pig nose.
Happen I was lost

Long ago I was lost!

I cryed where is my mom?

I now find my mom!

Stop cry I now find my mom!
Hello, kid. My name is Cowboy. Connor L.U.!
"Titte" football

Football is rough. Sometimes football is not rough. There is flag football, tag football. There is many wow.

What is your favorite team?

My favorite team is the Houston Texans. By Conor.
I ate cool ranch and hedgehog for rodeo.

Cowboy. My horse is speed than a car. I race thirty-one minutes. I like my bandana.
Texans vs pro football

Boo Hoo Pittsburgh won the Super Bowl next time will be Texans
Texans will be my boy be cause Texas won before colts. Kids need to practice a lot of time. The grown up will vs. pro football. The Texans try to beat cats long time and they did.

5/12/09
The pigs run fast.
This pig wins.
I watched the pigs.
The Dancer Jumped
Dancer is jumping high
Dancer the have dress
Dancer have tap shoes
Dancer have hat colored
I finish camp the trash bag. I walk egg.
I have s'mores!
I finish play with the horse.
I meet unicorn both friend
2 get on unicorn fly ways
3 I play with unicorn I love
4 unicorn love me ♥
5 unicorn cook for me
6
Baseball is fun to play. I like baseball. I like playing baseball. I like baseball because you run fast. My brothers play baseball too. I like Longhorns. They are a great baseball team.
Puppy can play ball. Puppy can play.
Puppy can eat small bones. Puppy can
run. Puppy can have bones. Puppy can
sleep. Puppy can grow. I want a puppy.
APPENDIX B: Rubrics and Student Self-Evaluations
### Unit 1 Lesson 5: Brainstorming-Partner Rubric

**Brainstorming/ Creating Story Partner Rubric**

**NAME:** 

Put a 😊 if you...

<table>
<thead>
<tr>
<th>Have 5 story ideas</th>
<th>😊</th>
</tr>
</thead>
<tbody>
<tr>
<td>Picked a picture to write about</td>
<td>😊</td>
</tr>
<tr>
<td>Wrote a story on paper</td>
<td>😊</td>
</tr>
<tr>
<td>Signed my story in ASL</td>
<td>😊</td>
</tr>
<tr>
<td>Worked with my partner</td>
<td>😊</td>
</tr>
<tr>
<td>Had Good Behavior</td>
<td>😊</td>
</tr>
<tr>
<td>Had Fun!</td>
<td>😊</td>
</tr>
<tr>
<td>Task Description</td>
<td>Rating</td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>--------</td>
</tr>
<tr>
<td>Have 5 story ideas</td>
<td>☻</td>
</tr>
<tr>
<td>Picked a picture to write about</td>
<td>☻</td>
</tr>
<tr>
<td>Wrote a story on paper</td>
<td>☻</td>
</tr>
<tr>
<td>Signed my story in ASL</td>
<td>☻</td>
</tr>
<tr>
<td>Worked with my partner</td>
<td>☻</td>
</tr>
<tr>
<td>Had Good Behavior</td>
<td>☻</td>
</tr>
<tr>
<td>Had Fun!</td>
<td>☻</td>
</tr>
</tbody>
</table>
Brainstorming/ Creating Story Partner Rubric

Put a 😊 if you...

<table>
<thead>
<tr>
<th>Have 5 story ideas</th>
<th>😊</th>
</tr>
</thead>
<tbody>
<tr>
<td>Picked a picture to write about</td>
<td>😊</td>
</tr>
<tr>
<td>Wrote a story on paper</td>
<td>😊</td>
</tr>
<tr>
<td>Signed my story in ASL</td>
<td>😊</td>
</tr>
<tr>
<td>Worked with my partner</td>
<td>😊</td>
</tr>
<tr>
<td>Had Good Behavior</td>
<td>😊</td>
</tr>
<tr>
<td>Had Fun!</td>
<td>😊</td>
</tr>
<tr>
<td>Have 5 story ideas</td>
<td><img src="image" alt="Smiley face" /></td>
</tr>
<tr>
<td>--------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>Picked a picture to write about</td>
<td><img src="image" alt="Unicorn" /></td>
</tr>
<tr>
<td>Wrote a story on paper</td>
<td><img src="image" alt="Smiley face" /></td>
</tr>
<tr>
<td>Signed my story in ASL</td>
<td><img src="image" alt="Smiley face" /></td>
</tr>
<tr>
<td>Worked with my partner</td>
<td><img src="image" alt="Smiley face" /></td>
</tr>
<tr>
<td>Had Good Behavior</td>
<td><img src="image" alt="Smiley face" /></td>
</tr>
<tr>
<td>Had Fun!</td>
<td><img src="image" alt="Smiley face" /></td>
</tr>
</tbody>
</table>
Unit 2 Lesson 1A Writing Survey

Name:

Directions: Circle.

1. I like to write.

2. I like to write...
   - Never
   - Sometimes
   - Always

Directions: Fill in the blank.

3. 😊 I like to write because...
   - Fun

4. 😞 I do not like to write because...
   - Hard

5. My favorite thing to write about is...
   - Frog
Unit 2 Lesson 1A Writing Survey

Name: [signature]

Directions: Circle.

1. I like to write.

[Smiley face]

2. I like to write...

Never  Sometimes  Always

Directions: Fill in the blank.

3. 😊 I like to write because...

4. 😞 I do not like to write because...

boring

wait so long

5. My favorite thing to write about is...

and are ill Hannah
Unit 2 Lesson 1A Writing Survey

Name: [Name]

Directions: Circle.

1. I like to write.
   - [Smiley face] [Frown] [Sad face]

2. I like to write sometimes.
   - Never
   - Sometimes
   - Always

Directions: Fill in the blank.

3. [Smiley face] I like to write because... it is fun

4. [Sad face] I do not like to write because... long write

5. My favorite thing to write about is... puppy
### Unit 2 Lesson 3: Comparing Stories Rubric

**NAME:**

What is the Same and What is Different? Rubric
Comparing My Stories in ASL and English

**Directions:** Draw a ☑️ if your story has:

<table>
<thead>
<tr>
<th>Does my story...</th>
<th>My Story— ASL</th>
<th>My Story— English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Match my picture?</td>
<td>☑️</td>
<td>☑️</td>
</tr>
<tr>
<td>Have characters?</td>
<td>☑️</td>
<td>☑️</td>
</tr>
<tr>
<td>Have a Beginning, Middle and End?</td>
<td>☑️</td>
<td>☑️</td>
</tr>
<tr>
<td>Does my partner understand?</td>
<td>☑️</td>
<td>☑️</td>
</tr>
</tbody>
</table>

**Directions:** Fill in the Blank or Circle.

The title of my story is: **foothball**

I like my story? ☑️ Yes ☑️ No

I think my story is better... ☑️ ASL—signed ☑️ English—written

I need more work on my story: ☑️ ASL—signed ☑️ English—written

My favorite part of my story is: **Houston is my favorite team**
What is the Same and What is Different? Rubric
Comparing My Stories in ASL and English

Directions: Draw a ☑ if your story has:

<table>
<thead>
<tr>
<th>Does my story...</th>
<th>My Story- ASL</th>
<th>My Story- English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Match my picture?</td>
<td>☑</td>
<td>☐</td>
</tr>
<tr>
<td>Have characters?</td>
<td>☐</td>
<td>☑</td>
</tr>
<tr>
<td>Have a Beginning, Middle and End?</td>
<td>☑</td>
<td>☐</td>
</tr>
<tr>
<td>Does my partner understand?</td>
<td>☐</td>
<td>☑</td>
</tr>
</tbody>
</table>

Directions: Fill in the Blank or Circle.

The title of my story is: Houston

I like my story? [Yes] [No]

I think my story is better... ASL-signed English-written

I need more work on my story: ASL-signed English-written

My favorite part of my story is: I like to play baseball.
**NAME:**

What is the Same and What is Different? Rubric
Comparing My Stories in ASL and English

**Directions:** Draw a [😊] if your story has:

<table>
<thead>
<tr>
<th>Does my story...</th>
<th>My Story - ASL</th>
<th>My Story - English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Match my picture?</td>
<td>[❤️]</td>
<td>[❤️]</td>
</tr>
<tr>
<td>Have characters?</td>
<td>[❤️]</td>
<td>[❤️]</td>
</tr>
<tr>
<td>Have a Beginning, Middle and End?</td>
<td>[❤️]</td>
<td>[❤️]</td>
</tr>
<tr>
<td>Does my partner understand?</td>
<td>[😊]</td>
<td>[❤️]</td>
</tr>
</tbody>
</table>

**Directions:** Fill in the Blank or Circle.

The title of my story is: **hannah is pretty**

I like my story? [Yes] [No]

I think my story is better... [ASL-signed] [English-written]

I need more work on my story: [ASL-signed] [English-written]

My favorite part of my story is: **Happy hannah**
## Unit 2 Lesson 4: Creating Stories - Teacher Rubric

**Teacher Rubric for Gauging Progress of Students Creating Stories**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Created 3 stories</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Matches Pictures</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Beg. Middle End</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Titles</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Characters</td>
<td>✓</td>
<td>No</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Needs Grammar Help</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Needs Vocab Help</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Stay on Task</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Shared story with partner</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Video tape</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Brainstorm</td>
<td>✓</td>
<td>No</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Pre Test</td>
<td>✓</td>
<td>No</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Partner Rubric</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>ASL English</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

*Note: The table includes various criteria for evaluating student progress in creating stories.*
Unit 3 Lesson 3: Student Writing Evaluations

lit 2 Lesson 1A Writing Survey - Post story

Directions: Circle.

1. I like to write.

2. I like to write...
   Never
   Sometimes
   Always

Directions: Fill in the blank.

3. 😊 I like to write because... it helps me...

4. 😞 I do not like to write because... bore to write

5. My favorite thing to write about is... draw
Unit 2 Lesson 1A Writing Survey - Post Story

Name:  

Directions: Circle.

1. I like to write.

2. I like to write...
   
   Never  
   Sometimes  
   Always

Directions: Fill in the blank.

3. 😊 I like to write because... writing is fun

4. ☹ I do not like to write because... writing is not fun

5. My favorite thing to write about is... T-E-X-A-N-S
Unit 2 Lesson 1A Writing Survey - Post Story

Name:

Directions: Circle.

1. I like to write.

2. I like to write...
   - Never
   - Sometimes
   - Always

Directions: Fill in the blank.

3. I like to write because...

4. I do not like to write because...

5. My favorite thing to write about is...

   - I like to write because
   - Write
   - But sometimes
   - Write picture because
   - Write
   - Lot homework
   - Frog Lily pads.