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Bridging Literacy at Home and Classroom
Through ASL Storysigning DVD

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

in

Teaching and Learning: Bilingual Education (ASL-English)

by

Lucinda Rae Baugh

Committee in charge:

Tom Humphries, Chair
Bobbie M. Allen
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2012
The thesis of Lucinda Rae Baugh is approved and it is acceptable in quality and form for publication on microform and electronically:

Chair

University of California, San Diego

2012
Dedication

My thesis is dedicated to the deaf children of tomorrow.
# TABLE OF CONTENTS

Signature page........................................................................................................... iii
Dedication.................................................................................................................... iv
Table of Contents...................................................................................................... v
List of Figures.............................................................................................................. vi
Acknowledgements.................................................................................................... vii
Abstract...................................................................................................................... viii
I. Introduction............................................................................................................. 1
II. Bilingual Approach to Deaf Education................................................................. 6
III. Assessment of Need............................................................................................. 18
IV. Review of Existing Materials and Curricula..................................................... 22
V. Fundamental Learning Theories.......................................................................... 28
VI. The Curriculum................................................................................................... 32
VII. The Evaluation Plan........................................................................................... 35
VIII. Curriculum Implementation............................................................................. 38
IX. Report on the Result of My Evaluation.............................................................. 85
X. Conclusion............................................................................................................. 91
References............................................................................................................... 94
Appendix A............................................................................................................... 97
Appendix B................................................................................................................. 152
LIST OF FIGURES

Figure 8.1: Introduction of 3 Main Vocabulary in ASL & English..............42
Figure 8.2: Venn Diagram.................................................................47
Figure 8.3, 8.4: Student’s journal entry..........................................50
Figure 8.5: “Which book is your favorite?” graph...............................51
Figure 8.6: Mask Galore!.................................................................54
Figure 8.7: KWL Chart.................................................................57
Figure 8.8: A mural in progress.......................................................60
Figure 8.9, 8.10: Adding credits.......................................................74
Figure 8.11: Class letter.................................................................76
Figure 8.12, 8.13: Role-plays.........................................................78
Figure 8.14, 8.15: Viewing party......................................................79
Figure 13.1, 13.2: Role-shifting......................................................152
Figure 13.3, 13.4: Collaborative efforts..........................................152
Figure 13.5, 13.6, 13.7, 13.8: Show and Tell.................................153
Figure 13.9, 13.10: Student’s letter to their parents.........................154
Figure 13.11: OP’s Venn Diagram..................................................154
Figure 13.12: AB’s Venn Diagram..................................................155
Figure 13.13: Completed KWL Chart.............................................155
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Mom, Dad, Rebecca, and friends, I would not have done this without your constant support and faith in me.

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ABSTRACT OF THE THESIS

Bridging Literacy at Home and Classroom
Through ASL Storysigning DVD

by

Lucinda Rae Baugh

Master of Arts in Teaching and Learning: Bilingual Education (ASL-English)
University of California, San Diego, 2012
Professor Tom Humphries, Chair

For most children, literacy begins at home with early and consistent language exposure provided through modeling and reading aloud. Eventually, the basis of maintaining literacy development will be reinforced at school. However, many Deaf children do not get exposure to American Sign Language (ASL) at home starting from birth, acquiring full access to language only until entry at school. These children face challenges making a meaningful connection between ASL and English,
and this further affects their overall language development. My curriculum fosters the connection between a book the students read at school and sharing it with their families. The thesis provides a cumulative description of the implementation of activities starting with an ASL reading of a favorite children’s book, examining and comparing stories, studying few ASL features, then leading up to a production of an ASL storysigning DVD as a tool to bring ASL from the classroom to the home. By using several forms of curriculum assessments such as student performance rubrics and student produced artifacts, three out of four curriculum learning goals were attained. The findings included students making connections between ASL and English through multiple reading activities and utilizing main ASL features in telling stories. Crucially, both ASL and English are used for instruction throughout the curriculum.
Such life stories remind us how easy it is to overlook the very purpose of literature: to provide meaning in our lives. That, of course, is the purpose of all education.

-J. Trelease

I. Introduction

Language development is a fascinating and equally complicated process. Language is essential to so many aspects of life. It provides the ability to read, write, and communicate with others in our world everyday. Naturally there are many factors to consider when promoting language development in a deaf child. I personally saw the quintessential examples of partnering up with parents, teachers and the school community to provide solid support for a deaf child’s development as a whole person. As a result, the child continued to excel in many areas of his life. Simply put, it was the languages that he acquired since birth that set him up towards these achievements.

The project that I conducted, and discuss throughout the thesis, focused on creating an American Sign Language (ASL) storysigning DVD with deaf students using a favorite picture book of the children. The process of making the DVD began by selecting a specific book, which was read repeatedly throughout the making of the DVD so that students could familiarize themselves with it. The students then collaborated on producing a DVD based on the picture book through filming and editing. The process continues with vocabulary frontloading, reading aloud,
literacy building activities, collaborative learning, creating the DVD, and bringing DVD home to read with families. Ultimately, the final stage of the project is to observe whether the child utilizes the ASL storysigning DVD with his/her parents at home. The questions that I am most interested in addressing include: Does the class-made DVD motivate the students to view the story with parents at home, if so, how often? Does the DVD increase the language discourse abilities of the child through viewing it with parents? Does the parents' motivation towards reading aloud increase when reading with their child along with DVD viewing? What is the impact of using the DVD at home? Does the students' motivation for reading increase after using the DVD? In order to answer these questions, throughout the duration of the curriculum I have used an array of assessments that include surveys, running records, rubrics, evaluations, and anecdotal notes. The process is innovative because the project incorporates a variety of multimedia resources. Multimedia technology is used throughout this project, including videorecording, editing film clips on iMovie, and transferring the movie on DVD. The creation of an ASL storysigning DVD is a plausible project for schools to incorporate in their curriculum because it engages students through technology exploration.

The first of the main goals of the project is to **have the students understand the characteristics of good ASL storytelling with features such**
as incorporating facial expressions, eye gaze, using classifiers, and role shifting. The child, hopefully by the end of the project, will master the skills to retell the story with their parents at home. This is significant because it has been found that the use of ASL components (i.e. eye gaze, role shifting, fingerspelling) is related to reading comprehension of English print (Mather & Thibeault, 2000; Hoffmeister, 2006; Padden, 2006).

The secondary goal is after repeated readings, increase students' ability to connect ASL with English. The learners will explore, expand, and learn that two different languages are at work together. “Both ASL knowledge and reading skill increase in the same positive direction.” (Chamberlain & Mayberry, 238) Research has shown that not using ASL in the instruction of deaf children will hinder their reading achievements.

This project bridges home and school settings using multimedia resources as a strategy to promote literacy development in young deaf children. The project provides an opportunity for families to become fully engaged. Based on my own observations, with this age group in Kindergarten the parents were more likely to be actively involved with their child’s education. The third goal of the curriculum is to encourage parents to use ASL at home to read with their child. Parental involvement is essential to fostering academic language development in young deaf
students. Moeller’s study found that “high levels of family involvement correlated with higher vocabulary scores.” (Anderson, 155) The more adults become involved with their child’s reading activity, the more the benefits for the child increase. “Although involvement with literate Deaf role models appears to have potentially profound implications for a Deaf child’s literacy development, the parents' impact cannot be ignored; indeed, the lack of early involvement can be detrimental to this development.” (Bailes, 171-2)

Lastly, the fourth comprehensive goal of the project is to increase students’ confidence in their own ability to read so they can enjoy good books. To sum it up, the more a child reads, the better that child will be at it. Without the background knowledge in ASL storysigning, the deaf student will not connect the language with print. Deaf students will not be able to construe story concepts without experiencing both languages simultaneously.

Ultimately, the curriculum is designed to enable kindergartners to learn the characteristics of good ASL storytelling, make the connection between ASL and English, build and extend reading comprehension, and relish good books. Lastly, the curriculum propels deaf children to

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become independent readers by scaffolding the fundamental skills of ASL storytelling.

On an additional note, a brief explanation about the word choices: storytelling versus storysigning. ASL storytelling is used to describe an original story without text while ASL storysigning is an English text signed in ASL. Our project was based on a popular children's picture book therefore we made an ASL storysigning DVD.
II. Bilingual Approach to Deaf Education

Deaf and hard of hearing children have the same range of innate abilities that hearing children do and have the same ability to develop language.

-Lawrence Siegel

For more than two centuries, educators and researchers in the field of deaf education have debated about the array of communication modalities and instructional approaches for deaf students. Tragically, it is the deaf individuals that ultimately suffer from the constant discord over what suits a deaf child’s best needs in a school environment. There is no such thing as “one size fits all.”

For a long time, deaf students were offered options that include oralism, total communication, and cued speech. The oralism movement in education prevented deaf students from learning or using sign language to communicate in schools. Stories of oral deaf students who were punished severely for trying to communicate in sign language with the teacher and other peers were not uncommon. The emphasis of using oralism was to foster deaf students to enhance their aural skill through lipreading, speech and phonological training. Oralism did not provide enough language input because it inhibited the use of ASL. Total Communication was supposed to be the breakthrough to deaf education in the 1970's where the teachers use varied communication modes to “fit” each student appropriately. The modes include Signing
Exact English (SEE), Simultaneous Communication (Sim-Com), and Manual Codes for English (MCE). However, Total Communication failed because two languages were used simultaneously thus the messages from either language became obscure. It has been found that ASL is frequently under utilized during any of these modes, even though ASL is the most effective tool of communication for deaf students, to retain and express information, and to gain understanding in English. Cued speech is a set of movements on the face that signals codes representing sounds but it is not a natural language. Like the other methods mentioned above, this technique heavily emphasizes speech development rather than language development. Therefore, the access to content information is limited to only these hand signals and speech training. It is unfortunate that educators spent so much time focusing on the auditory input rather than using the time wisely to invest in the deaf child's linguistic, cognitive, and social development.

Bilingualism is the use of two languages; in successful cases, the exposure to both languages must involve interaction on a daily basis. Individuals become bilingual either by acquiring two languages at the same time in childhood or by learning a second language sometime after acquiring their first language. Many researchers noticed there is a critical period during which a child can easily acquire any language that
s/he is regularly exposed to (Meier, Padden & Ramsey, Prinz & Strong). The constant use and exposure of both ASL and English has been shown to be beneficial towards bilingual deaf children. “Each type of human communicator, whether he or she uses a spoken or signed language, one or two languages, has a particular language competence, a unique and specific linguistic configuration” (Grosjean, 62). ASL/English bilingual education is an emerging approach that views deaf students as linguistically and cognitively capable individuals who can become skilled in both languages. There is substantial evidence that the ASL/English bilingual approach is effective in terms of linguistic, emotional, cognitive, and social development in deaf students.

Let it be known that the languages of instruction in my curriculum will be both ASL and English thus supporting the ASL/English bilingual approach. The ASL/English bilingual approach benefits any child. This approach is an additive process in which the primary language is utilized in learning the second language. Ultimately, the central goal of this approach is to have deaf children gain mastery of both languages.

**Research argument**

Bilingualism approach in the U.S. supports ASL and English in deaf children. When both languages are validated everyday, it produces
positive results in a bilingual child. Research on the cognitive development of bilingual children shows that these children demonstrate a greater degree of intelligence and creative thinking. Thus viewing the deaf individual as language user capable of learning multiple languages, as opposed to a child with a language disorder, has profound effects on how we educate deaf children. The cognitive deficit view labels the deaf child as unable to function in society when s/he cannot learn the majority spoken language. On the other hand, viewing the child as a language user capitalizes on the fact that “...bilingual children have greater metalinguistic competence and better-developed creative process” (Hamers, 57). Research studies in Quebec, Canada on bilingual students found that bilingual children scored higher on intelligence tests (verbal and non-verbal) than monolinguals. The researchers suggest that the high score on these tests can be linked with “greater mental flexibility and a greater facility in concept formation” (Hamers, 55). Bilingual children, which can include deaf children, have the skills to manipulate two languages in high degree and with complexity. They have a greater capacity than monolinguals to analyze meanings in depth and process the structure of spoken and written languages. This research has also shown that
bilingual children have a metalinguistic ability, or in other words a higher ability to reflect on language (Hamers, 1998).

Research has already shown that ASL and English support each other in deaf students. The root of the success of the ASL/English bilingual approach is that ASL fluency correlates to reading achievement. “ASL development is associated with reading development in students for whom signed language is a primary language” (Chamberlain & Mayberry, 238). This suggests that deaf students who are adept in their first language (ASL) shape their ability to acquire reading skills in English. In order to understand the infrastructure of the second language, the students must have proficiency with their primary language to be able to apply linguistic skill to the second language. Studies (Prinz & Strong; Padden & Ramsey; Hoffmeister) have shown that children who are exposed to ASL at a young age can develop fluent literacy abilities in English. The early language experience strongly determines deaf child’s development in both languages.

For deaf children, minimal or no exposure to ASL at a very young age can impede further development through literacy. “Delayed or incomplete language development and a barren language environment have serious consequence for a child’s ability to learn to read” (Siegel, 30). It is critical for deaf children to have a strong base
understanding of their primary language to be at an appropriate
developmental stage when they enter school. Visual language exposure
provides strategies and techniques to acquire a second language, even
if it is a written one. Thus without the exposure to ASL from birth, the deaf
child will struggle with acquiring a second language. “Having learned
ASL, the focus of these children’s reading process can be on obtaining
meaning rather than learning a language through print” (Hoffmeister,
147). Complete access to a first language ensures a more complete
linguistic system for the child.

**Pedagogical argument**

Signing allows for an accessible language of instruction when
teachers act as a bilingual model in ASL and English. The teacher
supplies deaf children with language input in ASL to guide them through
the process of learning English. Techniques such as chaining
(MacDougall and Humphries), fingerspelling (Padden, 2006), and
elements of ASL storytelling (Mather & Thibeault) allow deaf children to
make connections between the two languages. “Chaining” is an
element found in ASL where the sign and fingerspelling are sandwiched
among each other. Teachers of the deaf tend to use chaining to make

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2 Deaf children of Deaf parents (DCDP)
connection between print to sign, sign to text, or sign to fingerspelled word. “This technique seems to be a process for emphasizing, highlighting, objectifying and generally calling attention to equivalencies between languages” (MacDougall and Humphries, 90). For example, teacher produces the ASL sign for “caterpillar” then fingerspells C-A-T-E-R-P-I-L-L-A-R then goes back to signing the word again with the deaf students. If the teacher misuses ASL, the input becomes unclear to deaf learners and they struggle in transitioning from the first into the second language. The sent message becomes lost and confusing. In an ideal ASL/English bilingual setting, the teacher needs to be an expert in using ASL in different circumstances (i.e., reading aloud, academic discourse, formal presentation) in order for the deaf students to transfer the visual language into print or vice versa. Even for reading, the teacher’s skill level in ASL has a significant impact on the deaf child because “if students cannot follow their teachers’ storytelling, they may be prevented from being able to read the book on their own” (Mather & Thibeault, 216).

Language transfer is a crucial element of bilingual education. The process and the ability to transfer the understanding of primary language to the second language is called a language transfer. Ideally, in the case of deaf children their primary language is ASL and they
develop their English skills through ASL. Padden explains that deaf children require a process to retain and express information in both languages, making connections. “The child has a sense of the interaction of fingerspelling, signing, reading, and writing, but that relationship takes time to develop, and it crucially involves the developing skill of reading and writing” (195). Teachers model the interaction of ASL and English everyday with students. Teachers need to provide clear connections between grammatical features in ASL and English, yet respecting both languages separately. “Students can begin to acquire a feel for the grammar of text by rereading it themselves after meaningful text-Sign connections have been made” (Livingston, 71). The use of ASL not only enables deaf students to learn content area but also enhances their linguistic capabilities in the primary language. Deaf students need to be given ample opportunities to play with both languages through language models in order to expand their metalinguistic awareness and critical thinking skills. To sum up, acquiring ASL as a first language (that is, being a fluent and daily user of ASL) can contribute to successful second language acquisition of English.

Linguistic Interdependence Hypothesis proposes that the relationship of the first language supports the learning of another language. Every language contains surface features; yet under those
surface features of language are proficiencies that are common across languages. Cognitive and literacy skills acquired in first language can be transferred to the learning of related skills on a second language. In other words, if the student knows a concept in the native language (ASL), it will be easier to transfer it to the printed language. In the field of deaf education, the deaf learners use their primary language, ASL, to understand a linguistic cueing system and to construct meaning from second language (English). ASL and English strengthen the deaf child’s cognitive and linguistic development.

**Socio-cultural argument**

Self-esteem and identity development play a pivotal role in the language development of a deaf child. When the overall experience of learning validates the child’s primary language, the speed of learning in a second language can be extraordinary. “Social and psychological conditions in which language development occurs in the early years play a crucial role in the developmental outcome of a bilingual experience in early childhood” (Hamers, 1991). Teachers, school community, and parents need to validate that ASL and English are equally important to the deaf child and support the use of both languages in all circumstances. This will, too, affirm the deaf child’s
emotional development because s/he will feel secure and accepted in a community where his or her language is validated. “In order for a child to benefit from an early bilingual experience: (1) The two languages have to be used and valorized by relevant others in the child’s social network; (2) the functions that language serves have to be fully developed, regardless of the language or languages used; (3) the child must develop a positive social representation of the language functions in general and of both his languages” (Hamers, 64).

The deaf student’s identity will become established when s/he experiences the norms and traditions of Deaf Community and its culture. Historical events, folktales, and ASL storytelling in Deaf Culture play an important role in this process. ASL users serve as facilitators in guiding deaf children by passing on history, folktales, and modeling other ASL uses. “Stories told by the members of a culture about their origins, whether they use religious or fantastic motifs, are creations of meaning about the culture’s existence” (Padden & Humphries, 26). This perspective is a cultural as opposed to a pathological view where deaf children are often seen as deficient or a burden to the society. Historically, the pathological view and cultural view on deafness has offered extreme perspectives on what defines a Deaf individual. The clinical-pathological, or the Medical Model, view focuses on fixing deaf
individuals to appear “normal” as possible thus sending out the message that deaf person has learning or psychological problems. At the same time, a positive outlook on bilingual “Deaf” identity has been constructed by members of the Deaf Community for ages. “Their priorities are not focused on gaining increased disability allowances, or access to buildings and so on, but for Deaf children to receive an appropriate Deaf-centered education in their own language, so that the quality of life within the collective culture can be maintained and enhanced” (Ladd, 17). Deaf children need to be taught by example that Deaf Culture and ASL is valued, and core, to the identity of the Deaf Community. Children need to be exposed to this on a daily basis in an educational setting, for it is very important for a child to have a sense of ownership to their culture.

When the bilingual child becomes fluent in the use of both ASL and English he or she is fully capable of communicating with a variety of people. “The bilingual uses the two languages -- separately or together -- for different purposes, in different domains of life, with different people” (Grosjean, 55). Fluent bilinguals code-switch between the languages in order to convey messages, needs, and ideas thus developing the ability to function in two cultures. For deaf bilinguals, they use one of two language, in this case ASL and English, to communicate
with particular group of people. For instance, deaf individuals order a meal in English at a restaurant then switch to ASL when conversing with each other on different topics at the restaurant. For another example, in a home setting where the hearing parents know English, the deaf child writes a note to parents explaining that s/he will stay after school for tutoring and then uses ASL to chat with peers on the school bus. “Adjustments are what take place later in Deaf children’s lives, when they arrive at school and find that their home practices are different from those of the new environment” (Padden & Humphries, 24). The deaf children scaffold their knowledge and understanding on when to use both languages, especially at home and school.
III. Assessment of Need

One of the most critical issues in deaf education today is how to foster language and literacy development in order to increase the academic achievement of deaf and hard of hearing students.

-Bobbie M. Allen

As a product and a 12-year professional staff member of residential schools, I have observed many occurrences of parents not communicating effectively or providing insufficient ASL input at home. Countless teachers of the Deaf have addressed this particular concern with families during home-visits, parent-teacher conferences, and Individualized Education Program (IEP) meetings. These teachers consistently discuss the need for parents to implement an increased use of ASL at home. Unfortunately, a very limited number of deaf students acquire ASL naturally within their home environment (Erting & Pfau, 1997; Livingston, 1998). It is a well known that over 90% of deaf children are born into hearing families where signed communication may be limited (Singleton et al, 17). Thus the language barrier that often occurs in the home environment impairs language development. The outcome of language delay in ASL, and thus English, is disastrous (i.e., language deprivation, loss of self-identity and self-esteem). As a Deaf Child of Deaf Parents, the lack of communication at home alarms me. I cannot fathom such limited communication in my own home. This lack of
communication is very different from what I experienced growing up because I had early access to language.

The Commission of Reading, organized in 1983 by the National Academy of Education and the National Institute of Education and funded under the U.S. Department of Education, found many problems and solutions to the nationwide issue of reading development in children. In 1985, the Commission reported substantial evidence that shows that reading aloud is critical in both the classroom and at home (Trelease, 3). As a professional, I often encounter situations where ASL storytelling experiences occur, exclusively at school. Once the child returns home, the connection of literary experience gained in school gets lost, especially for those who live among family members who rarely communicate with the child at home (Erting & Pfau, 1997; Mather, 1990). Thus the child’s transition of literacy experience from school becomes disconnected at home. “Most middle class hearing children have had hundreds if not thousands of books read to them prior to entry into school; the number is nowhere near that for Deaf children of hearing parents” (Livingston, 46). The ASL storysigning DVD promotes an opportunity for the parents and the student to interact with literary experiences together instead of losing them. Hopefully, the child is empowered to express the story in his/her primary language with the
family. One of the main goals of my project is to promote parents to use reading materials, in this case a DVD, at home to read with their child.

This is one of the key insights from experience in deaf education that motivated me to implement a project to communicate to parents the need to provide ASL at home. I wanted to see the outcome after the completion of the class DVD. In the past, I created an ASL storysigning DVD for my preschool students at Lafayette Elementary. However, I never had the opportunity to follow-up with the parents and allow them to evaluate the DVD. Have the parents continued using the DVD after being asked to? I believe that their responses would have been beneficial for me, providing me some further insights on the use of ASL in their home environment.

We live in an era where daily existence is fast paced and technology contributes a great factor to the rapid change. There can be a symbiotic relationship between our society and multimedia. Nowadays, many schools address this change by integrating technology into the classroom and empowering students to take advantage of these resources to gain access to information. There is a rise in demand for teachers to implement technology in instruction, such as the use of Promethean Board and document camera. Therefore, this curriculum engages young students to experience a small yet significance
interaction with technology. "..., we should stress that videotechnology should be a continuing component of deaf education, allowing children to develop their ASL literacy skills (e.g., narratives, story-telling, etc.)" (Singleton, et al, 26). Thus my curriculum provides an opportunity to students to apply the technology experience to both settings, home and classroom.

Finally, I recognized that there was insufficient documentation on families’ evaluation on ASL storysigning DVDs. Educators have continuously advocated for strengthening the partnership between teachers and families because it is crucial to the overall development of a child. I believe that this curriculum may foster families to understand the great benefits of their child becoming bilingual. This curriculum offered me a glimpse of how my students interact with both languages in the classroom and at home. "Without the team of teachers and their efforts to change their classroom, these families would not have understood the benefits of bilingualism nor would they have developed sensitivity towards the deaf community, the culture and ASL" (Allen, 83). I strongly believe that family involvement is crucial to the academic and language development of deaf children.
IV. Review of Existing Materials and Curricula

While exploring the topic of ASL Storytelling DVD and family collaboration, the themes appeared frequently in publication by Laurent Clerc National Deaf Education Center's magazine *Odyssey*. The publication offered good recommendations on building family collaboration between school and home. Bob Rittenhouse and et al's study shown that the deaf students’ response increased when stories were told in ASL than in Signed English (SEE). This article advocated the need of development on ASL storytelling skills in deaf students. By providing the daily opportunities in reading experience at home and in the classroom, the deaf students can improve their knowledge of and learning in both languages. There is an article, that is somewhat similar to my project except that it was for older deaf students, provided a list of technology resources to get deaf students involved with literacy. The educational magazine's past issues provided information on the importance of reading aloud to deaf children, incorporating literacy at home, and identifying different types of reading (i.e. interactive guided reading) but none discussed on the implementation of ASL storytelling


DVD created by deaf students themselves nor families’ responses to that extent.

I searched across the internet (ERIC and Roger, the UC San Diego Libraries Catalog) and came across with no information on the outcome of self-made ASL storysigning DVD project with deaf children and their parents. Most studies were on the elements within ASL storytelling and the impact of not providing young students with ASL in classroom. The commercial publishers were mainly about sharing stories in ASL and tips on telling it effectively. Gallaudet University’s manual for educators, such as Read It Again and Again by Dave Schleper, advocated the need of rereading the stories because it facilitates deaf children’s language development. Parental involvement in literacy development of deaf children were recommended in this manual. The manual included fifteen essential principles for reading to deaf children. These principles will be considered and incorporated into my project. Also, the most recent ASL DVDs were sold by Scholastic Book Clubs on beloved children’s picture books such as Eileen Christelow’s Five Monkeys Jumping on the Bed, Don Freeman’s Corduroy the Bear, and Margaret Wise Brown’s Goodnight, Moon. In these products, the stories were told in ASL, no supplementary guide on family involvement with the DVD were provided. Furthermore, I proposed the idea of my thesis to several educators and professionals
and they gave positive responses on the topic. These individuals supported the notion of the topic as it supports the ASL and English bilingual approach in school and at home with family involvement emphasis.

Scholars, researchers, and educators found a wide number of statistics have shown deaf students usually graduate with a fourth grade reading level. They began to evaluate the framework of language of instruction and literacy development in schools. Educators who advocate for a Bilingual Approach in Deaf Education seek effective strategies to give deaf students access to both, ASL and English. In the following paragraphs I describe four curricula that were developed over the course of the past decade in an effort to provide potential solutions to some of the common barriers seen in the field of Deaf Education. I also offer brief explanation on the features that my curriculum offers that these four do not.

In April Edwards McArthur’s 2001 thesis, *The A-B-C’s of StoryING: Explorations of ASL and English Story Elements*, her curriculum focused on comparisons of English and ASL Literature, identifying the elements that make up an ASL and an English story. After an analysis of a fable, her students watched several videotapes of ASL Literature. Eventually, the students created their own ASL stories. Their ASL stories were videotaped
and evaluated by other classmates. The curriculum concludes with a 
publication of ASL stories that is shared with other classes. McArthur 
incorporated four key learning theories into her project: student 
collaboration, metacognition, self-assessment, and the transferring of 
knowledge from one language to another (L1 to L2). My curriculum 
incorporates two additional elements that McArthur failed to address, 
briding the school and home environments, and collecting parental 
feedback. While McArthur does use multimedia technology in her 
project, the entire curriculum occurs within the school and does not 
include the participation of family members. Additionally, although 
parents were notified of the curriculum through letters yet parents’ 
comments and feedback were not collected during or after the project.

Melissa P. Herzig’s 2002 thesis *Creating the Narrative Stories: The Development of the Students’ ASL and English Literacy Skills* 
concentrates on a comparative analysis of English and ASL structures, 
expanding further on ASL structures within a narrative. She provides 
evidence of ASL structures that align with English (i.e., role shifting, facial 
expressions, eye gaze) through literary activities. The narrative aspect of 
hers curriculum connects with my curriculum because the ASL Storytelling 
portrayed in the DVDs require all of these features. Herzig’s students 
compared and identified main elements of ASL and English story
structures. The students used their metalinguistic skills to analyze both languages critically. Additionally, her students practiced ASL storytelling. In my curriculum, students will not only be given an opportunity to narrate ASL stories in order to build effective storytelling skills, but also evaluate each other on their use of ASL devices. Herzig shared with the class a few examples of videotaped ASL stories. My project differs from Herzig because I incorporated family collaboration and the technology implementation.

Summer Mann’s 2004 thesis, Beyond the Book: Improving Number Sense at Home and in the Classroom, states that the purpose of the curriculum “was to cultivate a learning environment where deaf students gained a better understanding of number sense through the coupling of classroom activities and family involvement” (Mann, 2004). Her decision to collaborate with families in her curriculum caught my eye. Her purposes of collaboration with families parallel with my own (i.e., promote signing at home). Her goals included to “interact with family members in academic learning” and to “enhance number sense through family involvement.” In her thesis, Mann acknowledged the communication issues that may arise between a Deaf child and their hearing family members during learning tasks (13-16). However, due to some circumstances, the plan to incorporate families was removed from
the curriculum. I agree with Mann and thus have included in my project the family involvement aspect.

Arianna Kassel's 2008 thesis, *Fantasy and reality in kindergarten: expanding Deaf students’ literacy experience*, provides curriculum that included multiple of wonderful literacy related activities that are covered in different content areas from a topic in related books. Kassel's curriculum focused on connecting the topic of ants to each subject area. Kassel read aloud books on ants in ASL and her students were provided an opportunity to retell and discuss the story in ASL. A part of her project, she incorporated the use of computer with her students to develop their own portfolio. We both work with a similar age group of students. However, Kassel failed to account for family collaboration.

There are countless of resources regarding ASL storytelling and storysigning DVD but nothing matched with my curriculum. I believe, that with these available resources, my students will gain confidence in themselves as a reader and their ability to use technology.
V. Fundamental Learning Theories

This curriculum will allow me to practice a balanced and additive bilingual approach with my students to accomplish several goals throughout the project. I will strategically assimilate these three main theories of learning into the curriculum: multiple intelligence, comprehensible input, and metalinguistic awareness. These significant learning theories promote deaf students to explore and enhance their ASL skills in two separate environments: classroom and home. Let it be known that learning theories are not restricted to these three throughout the curriculum.

Howard Gardner’s theory of multiple intelligences states that “the human mind has at least seven relatively autonomous human intellectual competencies, each with its own distinctive mode of thinking, to approach problems and create products” (Bower & Lobdell, 14). The basic domains of intelligence were identified as follows: linguistic, logical-mathematical, spatial, bodily-kinesthetic, musical, interpersonal, and intrapersonal. The ASL storytelling DVD project taps into all of these domains. Each child has its own area of expertise(s) and recognizes that other peer have different skill. Like for instance, in this project, a child recognizes that s/he is good at directing the camera by collaborating with his/her peers (interpersonal) while other child is keen
at telling stories (linguistic). Some students may be comfortable with acting in front of the camera (musical) while the others stay behind the scene (spatial or bodily-kinesthetic). The students’ intelligence in a certain domain will propel them to use them differently and contribute to the activity together, gaining recognition of its potential. The students will learn to use its own and others' domains to work together effectively. The project requires “active learning” and cooperative interaction that will ultimately lead to development of learning through participation. According to Gardner “people should discover which domain is their best domain and work to develop this competence to its full potential” (Byrnes, 136).

Comprehensible input suggests that individual acquire language at a much faster pace when s/he understands the second language by using their primary language, “…the message in second language makes sense,” says Crawford (189). The information needs to be understandable for children in order for them to retain knowledge and understanding in second language. Students will acquire language best when they are given the appropriate input. The input should be uncomplicated that they can understand it, but just beyond their level of competence. Through my project, the young students interact with ASL through storytelling, discussion, and hands-on activities to gain further
understanding of English. When the kindergartener interacts with ASL at both school and home along with the DVD, their knowledge in ASL expands and effectively connects English with support of teacher and family members. It must remain clearly stated that the first language does not replace the second language. It simply reinforces a learner’s innate ability to pick up on second language from interaction with their primary language.

Strong and Prinz (138) explained that *metalinguistic awareness* is “the ability to speculate on language itself.” The heightened awareness in using two languages and possessing the skill to explore both critically throughout the learning process is a significant factor to becoming a fluent bilingual user. My curriculum will provide ample opportunities for students to explore both, ASL and English. During the exploration of both languages, the students will expand on their creativity and express themselves in both languages. “These results are interpreted as a manifestation of a higher metalinguistic ability and cognitive flexibility, thus, bilingual experience may result in the development of a greater ability to reflect on language” (Hamers, 57). Then the child can transfer his/her metalinguistic awareness to the home and express both languages with families independently. “Without metalinguistic awareness in ASL, it would be difficult if not impossible for Deaf students
to transfer their knowledge or understanding of ASL to English” (Herzig, 31). The activities in this curriculum such as answering questions, narrating, and discussing requires the organizational skills of both languages.
VI. The Curriculum

The curriculum framework, *Bridging Literacy at Home and Classroom through ASL Storysigning DVD*, was divided into four units. The first unit began with reading two books followed by an opportunity to examine and compare these two books. The next unit allowed students to learn how to tell these stories in ASL, emphasizing ASL features such as eye gaze and facial expression. Then the students selected their favorite of the two picture books. The class collaborated on the production of an ASL Storysigning DVD through filming and editing. In the third installment of the curriculum, the final unit focused on utilizing the ASL storytelling DVD at home with their families.

The curriculum consisted of a total of sixteen lesson plans, four in each unit. In each lesson plan, there were four components: Learning Target, Assessment/Evidence, Learning Plan, and Modifications. A brief description of each section is provided below.

In the Learning Target section there were four different goals for the students to accomplish: curriculum goals, state standards, and content and language objectives. The four curriculum goals were: 1.) Understand the characteristics of good ASL storytelling such as facial expressions, eye gaze, use of classifiers, and role shifting, 2.) After repeated readings, increase the students’ ability to connect ASL with
Encourage parents to use ASL at home to read with their child, and increase students’ confidence in their own ability to read so they can enjoy good books. California’s Common Core State Standards for the Kindergarten grade level were incorporated in all lessons. Content objectives aligned with the Standards requirements and the main lesson activity goals. Each language objective solely focused on the academic use of language in ASL.

The Assessment/Evidence section provided a few guided questions for the teacher to utilize in order to monitor students’ learning progress throughout the lesson. During the activity, formative assessment provided an opportunity for the teacher to gauge students’ understanding and progress towards the targeted goals of the lesson. After the lesson, summative assessment measured students’ understanding of the overall lesson, ultimately ensuring that students met both content and language objectives.

In the Learning Plan component of the curriculum the lesson was broken up into four sections. In the first section, supplies were listed specifically for each lesson, and materials were set up prior in preparation. Next the introduction segment allowed the teacher to tap into the students’ prior knowledge and engage their interest in the lesson activity. Finally, the procedure listed the necessary steps to carry out an
activity and the closure provided time for students to reflect on what they had learned.

In addition to the Learning Plan section, to reinforce the curriculum goal of encouraging parents to use ASL at home with their child, the “School/Home Connection” activity was inserted into the last four lessons. This interactive parent-student assignments provided opportunities for the parents to use ASL with their child at home.

Lastly, the Modifications section listed a few plausible suggestions to accommodate all students’ learning needs during the lesson. The modifications included suggestions such as a few sentence frames, extended waiting time, and supplemental visual aids materials.

Rubrics followed each lesson plan. The rubrics were one of the available tools used to assess students’ learning progress in this curriculum. Further tools for collecting evidence are described in the following chapter.
VII. The Evaluation Plan

To determine if my curriculum was practical, I established an evaluation plan for my curriculum. Naturally, throughout the process, I implemented an array of assessments to measure the outcome of my curriculum. The evaluations were created in order to collect evidence on my students' performance throughout the curriculum, evaluate the students' own learning progress, and to determine if my curriculum goals were attained. The evaluation also included comments from a range of participants, such as cooperative teachers, students, and parents. Data collection consisted of field notes, student performance rubrics, and student-produced artifacts.

Due to the age group of my students, field notes proved to be an invaluable type of data collection. The field notes identified my students' performance during the lesson, my personal reflections, and any other additional information that I found to be resourceful. They also documented the students' significant growth in language development. Field notes came in various forms. They included a checklist where I marked a chart with some generalizations. I also wrote brief comments during the lessons that reflected on the critical observation of what I witnessed during the lesson. I elaborated on the details of the checklist after school, adding my reflections, including but not limited to,
circumstances during the implementation of my curriculum and details on my students' work.

Student performance rubrics played a key role in data collection. Through using these rubrics, I was able to determine if the lesson was effective. The assessment rubrics measured the performance of my students' learning progress and gave me adequate evidence to determine if the lesson goals and objectives were met. The kindergarteners were able to evaluate the DVD process by marking self-evaluation rubrics that consisted of icons. I held one-on-one conferences with individuals after they took the self-evaluation to review their thoughts.

Our visual evidence of appeal was the artifacts I collected. Most of the projects required a collaborative effort such as creating a KWL chart, a Venn Diagram, producing an ASL storysigning DVD, or a class letter to parents. Most of this evidence was taken in photographic form. Anecdotal notes were taken throughout the process. These work samples showed evidence of the completion of lesson tasks.

The wide range of data collection mentioned above allowed me to make overall insights into my curriculum. Each assessment served specific purposes to provide the results of the implementation. Through
using these evaluations I was able to accumulate substantial evidence to state my position towards my curriculum.
VIII. Curriculum Implementation

Description of Implementation Site

My curriculum was implemented at a large residential school for the deaf in California in April-May 2012. The school proudly serves over 400 students ranging from 18 months old to 22 years old. The school practices and enforces ASL/English Bilingual approach.

My student teaching placement was in a kindergarten classroom. The classroom staffed with a team of two teachers, Deaf and hearing, and a Deaf teacher’s assistant. All three staff were fluent in ASL and English. Both teachers divided their time teaching and rotating lessons daily. The daily schedule provided an array of content areas throughout the day with ongoing and balanced exposure of both languages, ASL and English. The class started with a morning meeting and shared reading. The classes followed two parts of day, ASL, Math, Science, Social Studies, Sign and Write Workshop (SSW) in the morning and Reading Aloud, Interactive Writing, Centers, and electives in the afternoon. The support services usually occurs in the afternoon (Communication, ASL, OT). The classroom came equipped with two type of computers (Mac and PC) and already hooked up to the Smartboard. Teachers checked out Mac laptop for each student as needed from the main ECE office.
I taught my curriculum with eight students with a range of language levels, developmental needs, and abilities. All students participated in my curriculum for four weeks’ duration.

*Individual Student Notes*

**AB**: a six-year old boy who enrolled a few weeks shy of my curriculum implementation; has an older deaf sister who also was recently enrolled in elementary. He has hearing parents, out of everyone in class he was the only student that lived in dormitory. He demonstrated an impressive, steady pace of acquiring ASL and English along with the cultural behavior within duration of his stay; rated “Intermediate” on ASL Scale of Development.

**CD**: a five-year old girl, has hearing parents - father attends ASL class at local community college, enrolled class in January. Showed high skills in word recognition and ASL narrative skills, rated “Advanced” on ASL Scale of Development.

**EF**: is a six-year old boy, enrolled since Pre-School. Both hearing parents signs; communicates with team teachers occasionally. Enrolled at beginning of the year, currently receives support services, rated “Intermediate” on ASL Scale of Development.

**GH**: is a six-year old boy, native ASL user, has siblings in same school, has a Deaf father and a hearing father-both fluent in ASL, demonstrated
strength in ASL narrative skill, rated “Advanced” on ASL Scale of Development.

**IJ**: is a five-year old girl, enrolled since Pre-School, has a hearing mother who signs, struggling with emotional and social issues and often interferes with learning progress, received support services, rates “Early Advanced” on ASL Scale of Development.

**KL**: is a five-year old girl, a native ASL user, enrolled since 18 months old, has Deaf parents, both alumni of the same school, has deaf older siblings who attends same school, demonstrated strengths in reading, writing, and ASL narrative skills, rated “Advanced” on ASL Scale of Development.

**MN**: is a six-year old girl, native ASL user, has Deaf parents, enrolled school in January, demonstrated strength in word recognition and narrative ASL skills, rated “Advanced” on ASL Scale of Development.

**OP**: is a six-year old girl, has hearing Spanish speaking parents, demonstrated weakness in reading (letter and vocabulary recognition) and strength in ASL narrative skill, rated “Intermediate” on ASL Scale of Development.
Lesson 1.1 - April 16, 2012

Our first storysigning book, The Enormous Potato by Aubrey Davis, was chosen due to several reasons. 1) We recently concluded a science unit theme, Weather, before Spring Break. The following science unit, the students investigated plants. The focus was on identifying the parts of a plant and studying the growth process of plants. This book integrates two content areas: Science and Language Arts. 2) This book contained predictable text, and had a repetitive story pattern that this young group of students could follow. 3) This book has sufficient characters that each person in the class can take a role in future projects. 4) The illustrations were print embedded. The illustrations represented much of what we would study on: reading stories in ASL.

I began the lesson by asking the students to make observations on cover of The Enormous Potato. Everyone responded on top of each other:

- CD said “A man lifting up a heavy potato.”
- GH “Huge potato!”
- MN said “Strong!”
- OP recognized several pairs of feet walking under an enormous potato including a mouse.
After sharing, I showed students the index cards: title, author, and illustrator in ASL and English (see Figure 8.1). I asked them to observe the pictures and fingerspell the words as a group. Few were able to sign the word independently. I asked students, “Where can we find title on the book?” Most of them pointed to the capitalized words across the book cover. I showed them how the title looked on this book cover: large and bold. I tracked and signed the book title, author, and illustrator then briefly described their roles. With teacher support, some students were able to match the names with its role.

Figure 8.1: Introduction of three main vocabulary in ASL and English.

As I began to storysign The Enormous Potato, I reminded myself to emphasize on the connection between ASL and English by tracing sentences and fingerspelling. I modeled facial expression and body language throughout the story. As the story continued, I paused and
asked students to make predictions on what may happen next. The page was on where the farmer planted the potato seed and it grew. Some of the responses were:

- CD: “Grow really big and tall”
- GH: “Tall” (using ASL morpheme: cha)
- IJ: “The plant will get taller!”

The students continued to make excellent predictions for the next helper as the farmer needed help pulling the potato out of the ground.

- AB: “Cow!” and “Elephant using its nose.”
- IJ: “Boy!”
- MN and OP: “Cat!”

After the additional character joins in the line, I compared body language and facial expressions on “pulling”: expressionless versus expressive. The students immediately recognized the difference and all replied “must show facial expressions!” This gave me an insight on what the students knew about facial expression. As I went through each page, the group was asked on what character pulls the next person. CD, GH, KL, and MN were able to identify who pulled whom. Some students, collectively, acted out several scenes.

After the potato was pulled out of the ground, I was curious about the students’ replies on what the family will do with the giant potato.
Their predictions were relevant: “cook”, “give/share”, and “eat.” As soon as I showed them the following page, “Look the family is feeding each other,” KL noticed. “The entire townspeople came!”, MN replied. Most students were able to predict that the potato was eaten up at the end of the story. The students made relevant guesses based on illustrations and story pattern. All students demonstrated knowledge of print concepts.

A lesson learned today: I need to review more on title, author, and illustrator to ensure that the students are able to recognize and use these words again later. The connection between the book and vocabulary words needs to be strengthened, so that the students are able to recognize the important story qualities to become strong independent readers.

**Part II of Lesson 1.1 - April 18, 2012**

The second book, *The Napping House* by Audrey Wood, was chosen because it has the common story elements as *The Enormous Potato*. The book featured similar qualities as the latter book such as a repetitive story pattern, clear story sequence, predictable, has six characters, comparable, and familiar. The class did a brief lesson on the very same book back in the beginning of the school year.
Remembering yesterday’s lesson, I began the lesson by asking them what we can look at the cover of *The Napping House*. I hinted by pointing to three words in the pocket chart poster: title, author, and illustrator. Using the same text/ASL figures, the students recognized the signs and echoed these words together. I explained the roles of each and why they were important. I asked for three volunteers to place name of the book, author, and illustrator under each category on the poster. Three students placed names under appropriate labels.

The students were familiar with *The Napping House*. They were very eager to make predictions on page after page. They laughed at the scaredy cat clawing the dog up in the air. The pattern seen in illustrations reinforced students to take a notice on the sequence of story. They threw in ideas when I asked them who was being woken up next. Cat and boy were among the most popular answers. Throughout the storysigning, I modeled tracing sentence. I spelled out “cat” and one student recognized the word immediately. I modeled facial expressions and body language throughout the entire story. The students imitated all characters’ facial expressions very well.

As we ended the storysigning activity, I wanted students to recall and summarize the book altogether as a group. I asked questions such as “What happened at outside from the beginning to the end?”, “What
caused everyone to wake up?” and “What did the flea do to the mouse?” The students were very responsive and I was pleased with their responses. All of their responses met category three on Rubric 1.1.

**Lesson 1.2 - April 23, 2012**

This past year, the kindergarten co-teachers have been working with their students on retelling a story. To develop a skill on retelling is an unique one. This skill usually require minimal or without any visual reference. Retelling skill prompts the reader to recall the story sequence and retell the key points in the story. To begin the lesson, I needed to refresh the students’ memory because its been nearly a week since they read these books together. I asked the class what happened in *The Enormous Potato* and *The Napping House* without looking both books. Two out of eight students were able to retell. They included the basic story elements: characters, setting, and the conflict.

The quick glance of both books provided the class sufficient information to begin the Venn Diagram activity. The Venn Diagram was recently introduced to the class few months ago. This graphic organizer was only used approximately a total of three times. I anticipated the result of this lesson when using something relatively new. Using the Venn Diagram poster on wall, the students compared two books: *The
Enormous Potato and The Napping House. All of the students were able to identify at least one element from each book (see Figure 8.2).

- GH: recognized different settings from each book, inside and outside.
- IJ: said both books had a happy ending!
- KL: compared both books, each had six characters and placed a “6” at the center of the Venn Diagram.
- MN: pointed to the middle of the Diagram when asked where do we place a picture of the sun.
- OP: (seen while talking with a peer) explained that both books have different stories. One was about people napping while the other book people eating the potato; “sleep” and “eat” was added.

Figure 8.2: Venn Diagram.
The students' participation was astounding. It may be because the students were familiar with both books. The students recognized the details more now than before. This lesson gave students an opportunity to talk about the books as opposed to only seeing it signed.

Guided questions were helpful into eliciting students to compare and contrast. They identified some similarities and differences through printed visual references. Most of them began to recognize the categories on Venn Diagram by placing the pictures in certain circles.

The steps in this lesson was not followed through. Due to the time spent on quick glance and retelling the both stories, I skipped pairing activity and went straight to number three in procedure. I had entire students brainstorm their observations and comments. With my prompts and their comments combined, I filled the Diagram with icons and words. Concluding the lesson, students created their own Venn Diagram with sketches (see Appendix B, Figures 13.11 and 13.12). Most students drew pictures in its appropriate category and few attempted to label each pictures. Seven students scored most 3’s on Rubric 1.2.

Lesson 1.3 - April 24, 2012

Due to our tight schedule this week with the upcoming an-all morning Earth Day event on Thursday and cooking activity on Friday, I decided to merge Lesson 1.3 and 1.4 together. It was sensible for the
students to write and draw about their favorite book in their journal first. Therefore they have additional time to reflect on which book they enjoyed the most before they voted. The students were asked to draw a favorite event from either book and write about it.

As result, the students’ illustrations represented various pictures. Their pictures conveyed their own personal experience relevant to either books, a favorite scene, a favorite character, and the main event of the story. Some wrote words (e.g., dog, play) with mixed letters in effort to show that they were writing about their pictures. A couple of students copied sentences from the book. I dictated their comments underneath their own handwritten sentences. Like for instance, MN wrote “The edvahelb is.” Then I dictated her comments: “Sleep like tired rain patient wait lay down now sun now.” (See Figure 8.3.) MN knew almost every sentence began with “the” and somewhere along the line there was usually an “is”. The writer capitalized the initial letter in the sentence and ended the sentence with a period. This showed me that she was aware with the basic sentence conventions. GH wrote “VOO LOBY” and signed “Potato big wash boy touch potato eat big than house eat oops.” The writer was describing a character washing the enormous potato then ate it. KL drew six stick figures laying on bed along with a flea. Each person was her parents and siblings. AB drew a farmer, his wife, and his
daughter pulling each other (see Figure 8.4). There were plenty signs of emergent writers in our class. Aggregate score (Rubric 1.3): Six students out of eight received all 3’s.

Lesson 1.4 - April 24, 2012

I titled the graph, “Which book is your favorite?” The students recognized “?” and signed the title with ASL prompts. KL was the only one out of seven students that read B-O-O-K and replied “book” without looking at the ASL picture. Setting aside the question, I asked each student to think quietly for 15 seconds which book they liked the most, enjoyed the most, found the most entertaining, and so forth. Most were able to pick a book so quickly.
After the dialogue journal, each student was able to select a favorite book. The transition after journal entry into graph was clear and purposeful. The students readily were aware of which book they enjoyed the most. Each student colored a box of favorite book on graph. The group totaled how many boxes so far. Each total was different because I had three small groups rotating today. The students modeled appropriate ASL numeral handshape while counting. However, little was touched on connection to the books. I wanted the students to explain briefly on why they chose either book. GH said the book was funny. I inquired him to expand on “funny.” Despite persuasion from me, the student lost his train of thought. The concept may be largely arbitrary for the kindergarteners. The question would be more explicit through dramatization. The time on lesson ran out before I could ask again.

Figure 8.5: “Which book is your favorite?” graph.
Lesson 2.1 - April 25, 2012

EF returned to school after one and half week vacation with his family. Fortunately he recognized The Napping House. He read the book last fall with this class. We reviewed yesterday’s graph and asked the class “which book had more votes?” I hinted by signing “not equal, little more.” After few weeks on addition with sum of numbers under ten, the students were able to sum up the votes. Observing the students’ answers, I was unclear with my question. The students threw in answers of either two (for two books) and seven (for total boxes). Some students counted each column and did not say which book had more votes. I began again with “How many votes does each book has?” Most students were able to hold the sum with their dominant hand and count with the other. The students held “3” and “4” in the air, representing 3 votes for The Enormous Potato and 4 votes for The Napping House. The graph provided explicit visual representation of these numbers. I asked the students to observe the graph to determine which book has more votes. They all pointed to The Napping House. Thus Audrey Wood’s The Napping House was chosen as class’s favorite book. With the bar graph, I showed the height difference. I concluded that we will do a play based on the book next week, making our own DVD and bringing it home later. The students received my comments with anticipation.
Pulling out the big book of *The Napping House*, I asked students to identify characters in the book. The most popular animals came first, dog, cat, mouse, flea, and oddly enough the humans came last. During the brainstorming, I listed down the characters and asked students to spell out each. Few students were able to fingerspell cat, dog, and boy. One was able to spell flea. We played fill in blanks with letters for mouse and grandma, promoting student’s alphabet knowledge. This part of activity was entertaining. After listing characters on the board, students were to pick their favorite character and make a paper plate mask. All kinds of crafts and art materials were supplied. The most popular choice was the cat. Only one student chose to make a dog mask. Not one picked the boy even the flea. The time in the lesson were mostly spent on cutting eye holes. The fine motor skill of cutting such small holes were difficult for the students.

Most students completed their masks independently. A couple of students were quick with their artwork, indicating that they were not fond of doing art. I was happy to say that everyone completed their masks to their own satisfaction. Five students scored 15 out of 15. Due to his absence, EF scored 10 out of 15 on Rubric 2.1. EF showed some connection to the book and named 2 characters with teacher support and by looking at the cover on *The Napping House*. 
Lesson 2.2 - April 26, 2012

Schedule for today was different due to Earth Day event at Early Childhood Education (ECE) department. Naturally, the students were all hyped up from all the excitement. The transition from the outside event into the content lesson was difficult. Fortunately, centers were scheduled today. Therefore, a much shorter period of time concentrated for each content area (Science and Reading). The class was divided into two small group of four students, rotating center twice.

After rushing yesterday’s lesson with a quick closure, each student needed to identify and talk about their masks to each other before we get into ASL features discussion. I used Mac’s PhotoBooth program to
video-record their comments. Before recording, I modeled eye contact and signing my comments with clarity. They were to identify on which character they created mask for and model their masks. After recording, we quickly watched their comments on laptop together. The students loved watching themselves on screen.

Setting the masks aside, I pointed to KWL chart and introduced each letter. The students echoed each sign: know, want, and learned. Then I dramatized reading aloud with my eyes glued to the book and my arms high above my head. I asked them “Can I do that?” Most of them shook their heads. Then I said, “You knew that already! What can we do with our eyes?” GH, IJ, and MN said “pay attention.” Then at that point I introduced two figures, one showed eye contact and the other showed me signing the word “eye contact.” I explained that they knew that it was important to maintain eye contacts during storytelling and we need to place the pictures under “Know” column. IJ and MN taped both pictures under K column. After that discussion, I showed them one more picture (due to limited time of rotation) - the facial expression. IJ was quick to recognize it and signed “facial expression!” I asked her why was it important? She left it unanswered. Prompting her with a dramatization of myself reading The Napping House aloud with a stoic facial expression. IJ replied “No, you can’t. It is wrong.” I asked her what could
we do with our faces. She promptly answered, “Show facial expression.” I, again, modeled the stoic versus exaggerated facial expression of one certain scene. Students observed me and compared. All replied, “facial expression better!” I asked why facial expression was important. GH replied “When not using the facial expression, I do not understand the story.” His response was impressive. EF and GH taped the pictures of facial expression under K column (see Figure 8.7).

The second group came, I only had fifteen minutes to introduce KWL chart and add two more items to the Know column. I modeled eye contact and facial expression. AB, CD, KL, and OP immediately recognized these ASL storysigning features and identified which was acceptable and which was not. Then I role-played sloppy signs using unauthentic words and bent over, covering my signs under the book. The dramatization sparked students to respond “What did you say?” I showed them the ready-made picture of ASL word: “clarity” and “stand up.” I demonstrated “clarity” by showing signs of “mother” and “girl.” I used the inappropriate movement and location of both signs. The students detected the awkwardness of the signs and identified that these signs were not fluid. Students pasted pictures of “stand up” and “clarity” under Know column (see Figure 8.7). The emphasis on clarity
was important concept to build on for the upcoming lessons. Today, eight students scored six out of nine on Rubric 2.2.

![KWL Chart](image)

**Figure 8.7: KWL Chart.**

**Part II of Lesson 2.2 and Lesson 2.3 - April 27, 2012**

I integrated Lessons 2.2 and 2.3 today. The major focal point of today’s lesson was to continue KWL chart on Want section. We also touched the subject of facial expression briefly yesterday. The class quickly reviewed each four ASL features. GH modeled eye contact. OP explained and modeled in front of her peers on standing up, signing clearly with shoulders facing to the audience. For facial expression part, everyone participated by making “scared/terrified” faces (character connections: cat, dog, boy). Most students referred to the book for facial expression and body language details. The students took turns modeling
variations of facial expressions. All students demonstrated skills of recognizing and matching type of emotions with facial expressions. All students received 3’s on Rubric 2.3.

After facial expression modeling activity, I inquired students what do they want to know about ASL storysigning. The concept seemed too abstract and difficult. At that point, I introduced Classifiers by placing pictures of handshape ‘C’ and ‘L’ together on Want column. The students fingerspelled “CL.” Then I started a game, using one of the ASL flash cards, starting with bent 2 handshape. I modeled the sign “snake” and “fangs”. The students immediately caught on with the idea and became so excited that they threw ideas towards each other.

• CD: a bite on hand
• KL: (long) jump
• GH: tiger with claws; scratching its way through up front with teeth bared
• MN: blind, jump, potato
• OP: vampire, snake, bird watching then flying, using claws to pick up an object (very impressive!)

Some of students repeated ideas and imitated each other. I felt good about this as I could see their minds working and trying to think of more possibilities with this handshape. I wrapped up the lesson with each
student leaving the classroom with new idea for this handshape and fingerspell “CL”, connecting “Classifiers” with the activity.

Lesson 3.1 - April 27, 2012

I postponed Lesson 2.4 to next Monday because Fridays were our minimum days. Also, Fridays were our only time to implement art activities, using art standards. We had 45 minutes of art reserved for this afternoon. At the beginning of the lesson, I explained the other day that we will be doing role-plays and filming of our stories on The Napping House. I presented the Scholastic ASL DVD on “Five Little Monkeys Jumping on the Bed” and asked students to observe the background scene in the clip. I paused few sequence to show the pictures around the storyteller. I dramatized myself as storyteller and having the mural behind me. Then we moved to a spacious area with the chairs set up, I asked students to brainstorm on ideas of pictures that we can add to our mural. KL said, “Bed!” I wrote her idea on white board and drew a bed next to the word. Students threw in more ideas after skimming through the big book. Most agreed that we can draw all characters piling up on bed. I asked for volunteers to draw certain item/character at a time. KL was first to go, she drew a gigantic bed with tall bed frame. GH drew a yawning grandma with eyes closed. The students were awkward with large proportion images across the rolled poster. It was big
transformation for them to draw from regular sized paper to a large scale poster. Each student drew with their best abilities. After each student drew sketches of their characters, I provided quick outline with black marker for clearer border to paint. With an array of paint colors available, each painter chose certain character to paint. The big book of *The Napping House* was set nearby for visual reference. Some students collaborated on an image. As the students painted away, I recognized few students were keen with details and painted with precise while the others rushed their way through. Some students finished early and made suggestions to each other to add a window, curtains and blankets.

![Figure 8.8: A mural in progress.](image)

As the lesson ended, the mural came out beautifully. OP said, "Look at my cat! It is orange." Other student recognized the teeny tiny flea sitting upon the mouse and pointed it as his peer looked on. I asked AB if he liked what he saw, he smiled.
The highlight in today’s lesson: role-shifting, the final feature that I wanted to touch base in my curriculum before moving on to Lesson 2.4. Today I had only 20 minutes with each three groups to cover the last part of Lesson 2.2. Based on my observations for past five weeks, students had not demonstrated any use of role-shifting in their daily conversation even during story retelling and reading aloud activities. Although their heads moved slightly but not showing distinct in characters.

Returning to last week’s KWL chart, each group took turns explaining each feature listed under Know column on KWL chart. The students modeled some handshape examples for Classifiers on second column. More than half in each group recognized each ASL feature. I commented that the students recognized all ASL features under Know and Want columns. Then I placed an image of role-shifting under Want column, below Classifiers picture. I fingerspelled the word and sign. I drew a sketch of a pig and a big bad wolf as a visual reference on white board. I modeled role-shifting with “3 Little Pigs” story. I emphasized the shoulder movement when the role shifts from pig to wolf and vice versa. The use of facial expressions and eye gaze were explicit and referred to the chart as much as I can. Then I asked volunteers to model role-shifting using pig and wolf characters (see Figure 13.1 and 13.2). Each group,
every single student volunteered. I recognized the native ASL students quickly picked up the concept of role-shifting. It came naturally for them.

There was a group that reinforced each other when AB, a non-native, declined to participate. CD and KL encouraged him to try out the activity. The pair decided to team up with AB and allow him to lead by imitation (see Figure 13.3). At the end, AB did role-shifting independently.

After everyone took turn doing role-shifting with pig and wolf story, I asked students to tell me the title of the book we were reading about last week. I showed them our book. Pointed to the word “title" on our pocket chart, the students saw the sign picture above the word and signed the word. All recognized the word. I modeled reading title in front of the students, made references to the ASL features under K column next to me. I modeled the title of our book and its author and illustrator. I repeated several times. Then each student took turn standing up in front of us and reading from the poster, signing the book title. Eight students out of eight achieved this goal, with and without support from teacher. Their effort and clarity were recognized and praised. Notable observations during the activity were that CD, GH, KL, MN demonstrated confidence with role-shifting and narrating the title, author, and illustrator. AB, EF, IJ, and OP performed as well with peer and teacher support. Eight students scored 6 out of 9 on Rubric 2.2.
Observing students taking in various ASL storysigning features today’s lesson gave me better justification with the character assignments planned for tomorrow. I recognized that our students increased confidence in telling stories in ASL such as evoking characters’ emotions and gave descriptions with clarity.

**Lesson 3.2 - May 1, 2012**

Today, I anticipated to see my students’ reaction with character assignments. The students were informed yesterday that they will be assigned a character for the film. I wrote their characters on poster to encourage students to recognize the names of the characters. I posted their names on tags next to the characters to allow them to recognize each other’s names. One by one, I started with the narrator and continued with next seven roles. With effort, the students read the character names and identified who got who. All smiled with approval except for KL who was unhappy with her assigned role. With persuasion from teachers and peers, KL mustered and did her best to narrate the story. KL shadowed me as I signed the story. I praised her effort and for accepting her role optimistically.

We began role-playing by viewing the pages on the Smartboard, a terrific large visual reference. At the beginning, the students were unsure where to sit or stand, trying to figure out the position in the area.
The illustrations provided to be very helpful in guiding the students on the story sequence. The class were learning to prepare themselves when to move and what to expect next. The pace was slow. We completed only half of the book. Based on my observations, my students need extra time rehearsing everyday this week. This lesson may need to be stretched out to end of this week. Between today and next two weeks, I hoped that my students will gain confidence with their roles and that the pace will quicken therefore requiring less time on rehearsals. I established a personal timeframe: to accomplish filming by end of this week, so the curriculum could move forward to editing and bringing the DVD home by end of next week. Therefore leaving an ample time for viewing DVD at home, journaling, and show-and-tell. My anecdotal notes showed that:

• AB: gained confidence with his role quickly; very observant with illustrations; moved along with the story sequence well.

• CD: latched onto her role, followed story sequence well.

• EF: was paired up with Student D for the same role, needs to work on his facial expression and story sequence.

• GH: served as a model and peer support for Student C, watches and prompts his partner to follow the story sequence.
• IJ: accepted her character with delight, with a lot of prompts from adults - she was able to follow with pacing and story sequence.

• KL: unhappy with her role, tried it at her best, her pacing dwindled at the end, needs to work on her eye contact and clarity.

• MN: her effort was recognized, followed with story sequence with excitement.

• OP: followed the story sequence well with the illustrations provided, needs to work on her facial expression, picks up body movement from observing her peers.

Lesson 3.2 - May 2, 2012

Due to pacing of the role-play yesterday, the lesson was extended. I felt optimistic today. As far, the students now know their roles and the story sequence. We had full thirty minutes of class time to do as many role-play as we could.

Before we began role-play, I set up a tripod by the laptop. I explained to the students that the laptop was set up to record our rehearsals. The establishment was a guide for the students to maintain the direction of their eyes, heads, and bodies. When each of us felt ready, camera will be turned on. All agreed and liked the idea. As we move on to role-play, I reminded the class with the ASL features under Know and Want columns. I quickly reviewed them with the class. The
entire group demonstrated knowledge with each feature through explanation and dramatization.

I asked them to establish their places and begin practicing the story sequence. I set the big book below the tripod to offer visual guidance for the young students to follow. Based on my observations, the book provided an useful visual reference and the pacing was steady. The students were learning how to move one place to another and learning how to keep their hands and bodies to themselves. Few of the students quickly familiarized themselves with the story sequence that they were telling their peers to move and/or include words that they forgotten to mention. During the role-play, I showed them the illustrations and reminded them that their characters were sleeping in the beginning. As the role-play ended, we reviewed their actions on the laptop using PhotoBooth program. The students reveled from watching themselves on the laptop. I mentioned several feedback (i.e., visibility, clarity, pacing). Then asked the students how they felt about the movie so far. Two out of eight students signaled thumbs-down. I asked them to explain why they were not completely satisfied with what they have seen. KL said that the movie was long and she got tired of narrating when everyone was slow. I asked the class with what we can do about that. Few suggested to “pay attention more.” I suggested that they could remember their places and
move around quickly. OP said students needed to show more facial expressions. OP recognized that they were not sleeping and not really paying attention to the camera. The class agreed to give it another try.

Round two and three of the role-play turned out better. The students became more observant with the illustrations. Students recognized the body movement changing over the pages such as being drowsy, yawning, stretching, and waking up. The students rehearsed three times today. We reviewed their plays on laptop every time after the rehearsals.

My personal struggle with the film was figuring out the placement of the narrator. I debated with myself whether if I wanted the narrator in the picture or away from the scene. I wanted the story to be clear, reflecting both the text and scenes thus supporting both languages simultaneously. I decided to remove the narrator and place her alone then add scenes in between. By end of this lesson, I noticed the students gained confidence with their characters and the pace quickened. Eight students scored 12 out of 12 on Rubric 3.2.

Lesson 3.2 - May 3, 2012

We continued Lesson 3.2 today with a goal to finish it all, rehearsals and filming. EF was absent today, GH took over its role. I taped the red masking tape on the floor, students recognized the boundaries and
followed through with keeping themselves within the camera view. We rehearsed four times today; pacing became quicker one after the another. Students reinforced each other by reminding each other of its character placement and movement. We reviewed the rehearsal clips on laptop. While the students viewed their role-play, I realized that I was losing control of their patience when the camera shifted between them and the narrator. The students stirred, dazed, and bothering each other. This proved too much free time for further distraction. My team teacher and I agreed to cover the laptop screen and kept the camera rolling. Covering the laptop screen proved to be helpful, shifting their eyes and movement toward the tripod. Pacing was finally picking up.

OP became more confident with her role that she became concerned with others’ role. OP offered support by prompting her peers to get up or to move around. OP demonstrated interpersonal skill because she was concerned about her peers. Another observation, IJ tapped AB to remain asleep. AB replied, “No, I stay awake.” IJ became quiet and realized that the flea was the only character that stayed awake for the most part of the story. Their brief side conversation demonstrated them as emergent readers, their ability to talk about the story. Seven students received 12 out of 12 on Rubric 3.2.
Lesson 3.3 - May 3, 2012

At the very end of the final rehearsal scene, IJ decided not to participate filming after completing the rehearsal for the final time. IJ removed herself from scene and said “I don’t want to anymore.” With limited time remaining, I delegated KL her role. IJ did not object. IJ sat back and observed the rest of rehearsal. KL transformed herself well into her newest role. IJ agreed to be one of the narrator.

We filmed twice, full run-on through. Their pacing and movement was consistent. By end of the second filming, I sensed students’ patience was decreasing. Understandably so, they worked on this for an hour, non-stop. I decided two rounds of filming was sufficient, leaving little room for editing. I recognized their effort and praised their patience and teamwork. I was satisfied with how everything went today. It worked out well. Due to time constraints, only two pairs of students were able to record each other, CD/IJ and KL/MN. Seven students scored 12 out of 12 on Rubric 3.3.

Lesson 3.4 - May 7, 2012

I started the lesson by asking students if they remembered what they did last week. They all were responsive with answers like “play,” “movie,” and characters identification. I was happy that they remembered and they expressed answers with excitement. A good sign.
Then I pointed to words written on white eraser board: “film order” with numbers listed from one to five. The students observed the words and most of them raised their hands. GH said “I’ll go first!” then the rest of the class clamored, vying to be the next person on the list. I realized that I started off the lesson incorrectly. The students were accustomed with the concept of numbers in order such as drawing numbers from a basket indicating first, second, third in line. Then I transferred the order to Smartboard. “What is the book title?” KL quickly answered. Then I said “Aha!” Book title needs to go in “first” so that people know which book our play was based on. I wrote “title” next to number one. Then I asked the students what happens next and after that. Author and illustrator’s names came after the title. We fingerspelled and signed these words. We wrote these words next to number two and three. The library of videoclips in iMovie program were displayed on Smartboard. Their expression were priceless. Their eyes scanned the mouse as I clicked and dragged the movie clips. They were in awe with the enormous screen with quartered sections. I was afraid that they would be overwhelmed with it but their eyes said I was wrong. Then I opened the big book on easel next to the Smartboard and asked students what was next in the story. GH immediately said “rainy outside.” AB and GH found the picture of the book in the clip library. I asked the rest of the students “who read
that part: rain, rain, house, all sleep?” KL raised her hand and said “Me!”

We searched her part and dragged the clip across to the editing section of the iMovie. We backtracked with what we’ve done so far: title, author, and illustrator, picture, and the storysigning. The students viewed it. I asked them if they liked what they saw so far. All of them nodded their heads with enthusiasm. I turned the big book, prompting students to decide together on which story scene happened next. They recognized the story sequence. We worked on dragging, identifying the story sequence for the rest of ten minutes. During that time, we backtracked on what we done so far so the students were able to see how much was accomplished. EF was the next narrator and showed his part on screen. EF surprised at his own video and noticed that his eyes were not on the camera. On screen, his eyes were occasionally on the floor. He responded, “Do it again tomorrow!” I was happy that he recognized a fault and wanted to do it again. We completed only one-third of the book today. I felt we made a good progress. GH asked me “Where were the captions?” I promised him that we would work on it together tomorrow. I concluded the lesson with students giving me a non-verbal communication on the overall progress with today’s lesson. All students signaled thumbs up!
Lesson 3.4 - May 8, 2012

Today was Centers day, the class was divided up in three small groups, rotating each center for 20 minutes. All students were given “Student Self-Evaluation on Filming” handouts in today (form in Appendix A, page 149). The students saw the images of thumbs up, half thumb, and thumbs down. They copied the handshape themselves. I asked them what these may mean. Most of them responded similar ways: thumb-up with a grin and thumb-down with a frown. I modeled the thumb-up by showing my facial expression: I like it, I love it, I am happy, and such. The students were able to throw in some ideas for the following two hand signals. The students managed to complete the form after viewing me signing each question. I felt the second question was the most challenging for my students. The question was easy for GH and KL as they seemed to catch the word “fair” and “share”.

The overall result of the Student Self-Evaluation on Filming was seven students out of eight marked thumbs-up in response to the first and third question: “Did you like filming?” and “Did you understand the story better?” The second and fourth question: “Did you feel that everyone shared responsibilities?” and “Will you do it again?” earned all thumbs-up. Thus overall filming experience was positive for everyone.
After doing evaluations, we viewed the clips the students put together yesterday. Their reactions were pleasant to watch upon. I was observing the students’ conversation during the discussion between takes on laptop. These comments were observed:

• GH saw EF’s part on laptop and commented, “I do not like it. His eyes were not looking at us.”

• CD asked AB when his part came. He replied, “Later, I am flea, remember?” then CD complimented MN, “You were so funny. Your whole body slummed.”

Twenty minutes went by quickly that I did not include time for students to type in the captions in the film. Each student took turn typing their name and character name at end of the film. It was great opportunity for the students to work on their letter and word recognition skills. The students assisted each other typing and searching the letters on the keyboard (see Figure 8.10 and 8.11). CD reinforced AB while he was typing, “You typed letter I. You need the letter L.” CD proudly concentrated on typing the word “dog” without looking up at word wall. Students were excited to see their names appear on the screen when we pressed play. Eight students scored 11 out of 12 on Rubric 3.4.
Lesson 4.1 - May 9, 2012

I started the lesson by showing the class a preview of the final draft of our film. The class were entertained with the brief film encounter. I used DVD packet with a blank DVD inside as a prop and dramatized bringing it home. Dramatizing upon arrival at home, giving the parents the DVD, prompted me to ask the class these questions: What would they say when they saw the DVD? Will the parents know what to do? I explained that together we need to write them letters about our class project. The class was familiar with correspondence letter as they have Writing Center in the afternoons. I started by using the letter template seen at the Writing Center. I used an example of a letter with “Dear” and “from.” Students brainstormed who we could write our letter to. MN said, “Dad.” OP said, “Mom.” AB and KL said “Both. Mom and Dad”. Most of
them established an idea on who to write the letter to. I placed sentence strips with words “Dear,” “Mom,” and “Dad” on the pocket poster. I told the class that we need to write two sentences explaining what we can do with the movie with their parents. I asked the class a prompt question: “Who made the movie?” KL said, “We did.” I asked students to help me to spell out the word “we.” KL spelled for me. “What did we make?” GH said, “Movie!” Then I wrote on the sentence: “We made a movie about.” IJ and OP responded The Napping House after I asked them for book title. We still needed one more sentence to answer this question: “What can we do with the movie with our parents?” GH said “put it in DVD, watch on TV.” KL helped me to spell “can” on sentence strip. In addition to that, EF with teacher support found the word “you” from the word wall and spelled it out. I finished the last sentence with “Can you watch the movie with me?” Together with the class, we read the entire letter together in ASL (see Figure 8.11). Most students scored all 3’s on Rubric 4.1.

Then the students were to write the letter in their own handwriting with letter template provided. They chose who they wanted to watch the movie with and signed off the letter with their names. The students did a wonderful job writing the letter. During the writing activity, CD was seen explaining to AB how to spell Y-O-U and how to sign it when AB
signed it “see” instead. CD said “No, no, Y-O-U, you. S-E-E, SEE. Y-O-U not SEE, YOU. Understand?” AB recognized both words and acknowledged his error. KL proudly displayed her letter and said “Look, I wrote and wrote. It was a long letter.” The students addressed their large manila envelope to the designated parent(s). A poster listing their parents’ names was provided. The students had to seek their own names and match it with their own parents names. The students recognized their own names and were able to write down their parents’ names independently. With the progress the students made and the assistance I received during today’s lesson (four adults in the room), I felt that the overall lesson was a complete success (see page 154, Figure 13.9 and 13.10, for student letter samples).

Figure 8.11: Class letter.
Lesson 4.2 - May 10, 2012

On a side note, I decided not to ask for parent volunteers for today’s lesson. I felt it was unfair for the students whose parents live far from school. Also, due to limited time today, 20 minutes rotations, it was wise to stay with the plan without parent volunteers.

As I opened the lesson, we reviewed the letter we wrote yesterday. The students read the letter in ASL together in pairs. I used yesterday’s sentence frames as visual reference. I felt that was helpful. The students became familiar with the letter. Then we moved on to the role-play section of the lesson.

I dramatized being a parent, receiving a manila envelope from a student at home. I was surprised and signed, “What can I do with the letter?” I dramatized one step at a time then I encouraged students to join with me. Each student chose role, either being themselves or being their parent. I dramatized the entire sequence of bringing the DVD home, reading the letter to parents, making an emphasis on asking them to watch the movie with their child, interact with the DVD during the viewing, then draw and write about their experience in their dialogue journals. Each student rotated roles. The students did a terrific job imitating their parents. Their mannerisms and behavior was amusing. CD and KL were able to respond well when their peer asked them if they (as
parents) could watch the DVD with them. CD reacted “Wow, a movie!” with such an enthusiasm (see Figure 8.12). Most students were able to read class letter independently (see Figure 8.13). Although the timing of each lesson was brief yet it was productive. I felt that each student understood the general expectations on the DVD at home with their families this weekend by end of the lesson.

I was impressed with the students’ participation in today’s lesson. I felt the small amount of participants in each group really helped them to concentrate better. Seven students scored 8 out of 8 on Rubric 4.2.

![Figure 8.12 and 8.13: Role-plays.](image)

**May 11, 2012 - Viewing Party**

After Art, the students had an opportunity to watch the completed seven minutes length DVD. With popcorn in their hands, they were delighted to watch themselves and their peers on television (see Figure 8.14 and 8.15). At every time a student appears across the screen
narrating a page, their peers identified by pointing to the narrator. Smiles and laughter were infectious. It signified students complimenting each other. This event was a really nice closure to the past three units.

Envelopes with DVD and letter to parents were sent out with the students today. AB exclaimed as he saw me taking out eight copies of DVD. He couldn’t contain his excitement that he tapped his peers next to him. His eyes widened, “Look, we going to take it home!” His classmates joined his excitement.

Figure 8.14 and 8.15: Viewing party.

Lesson 4.3 - May 11-16, 2012

The students took their journals home on Friday, May 11th. The deadline to return the completed journal was scheduled for Wednesday, May 16th. The timeline of the journal was outlined in project overview letter to parents last week and the instructions for parents with journal with their child were written in weekly kindergarten class newsletter. I
gave families an ample time to watch the video in case they had plans (i.e., out of town). Few students returned their journals on the following Monday. Reminder emails were sent out to few specific parents on the day before the due date.

**Lesson 4.4 - May 17, 2012**

Centers were scheduled for today with 20 minutes rotation for each three group. Despite the sent letter, individual emails, and school to home assignment sheet, only six out of eight students returned their journals to school. However, the two students were able to recall the events at home with teacher support during today’s lesson. All reported that they watched the DVD at home with their families. All of them identified family members who watched with them.

I begun the lesson through role-play a fictional scenario at my house. I acted out by opening a page of a journal and showed the group an entry. The I elaborated with details on what happened at home. I encouraged them to include details describing when, where, what, who, and why. I referred to the ASL Storysigning chart poster on how to share stories using the ASL features we learned in past few weeks. Students took turn sharing their experience and often pointed to the sketches of their journals to draw on to their experiences. When they were unable to supply details, I elicited responses from them by asking
them specific questions (i.e., What happened when the family saw you on the movie? How did you feel about it? What was your favorite scene and why?) I shifted the focus towards the students’ own experience and it made the entire process more meaningful.

The overall result was adequate. Truthfully, I had hoped for more responses from parents, only four parents out of eight responded. The parents shared a brief account of the movie viewing experience excluding the specifics that I desired answers for.

• AB elaborated on his pictures by explaining that his entire family watched with him at home. He drew a television and wrote “Sleepy House. Mom and Dad love movie.” In an email, his mother remarked that the family loved the video.

• CD and IJ did not return the journal to school. Yet both of them reported that they did watch the DVD at home. Both of them described their families’ reaction to DVD by acting it out. Both of them narrated their experience to its group with plenty of prompts from teacher. Both students’ parents did not respond.

• Out of all in the class, EF and his parents were the most responsive. His parents sent a detailed letter, describing their experience with the DVD. The letter recounted on how EF talked about the book with his parents at home. EF identified characters and the story sequence. During
today's lesson, EF narrated with his group about how many times he watched it. He said “Hundred!”
• GH’s father sent me an ASL response video from home, explaining his favorite scene of the DVD and his favorite character. GH explained why he chose this character. In his journal, he drew of granny sleeping on the bed with captions: “The granny is sleeping in bed.” In the lesson, he explained what happened at home and saw that his entire family found the video amusing.
• KL’s parents evidently participated with the journal activity. Her parents helped with sentences. Both responded positively about the DVD. KL drew two televisions and said the upper television broke. The family had to use another television to watch the DVD in another room. KL read sentences in her journal independently.
• MN’s father drew and wrote in her journal entry. MN was able to describe the movie in details yet read the sentence in her journal with difficulty. MN mentioned that both of her parents watched and liked the movie. At end of the day, her father approached me and commented that they tried their best on the journal activity.
• OP’s mother dictated sentences in the journal. OP drew pictures of trees, sun, and things surrounding outside. During the sharing activity,
she explained that the the trees were about the ending of the book where everyone woke up and played outside.

After brief sharing session with small group, the time permitted for students to complete Student-Teacher Conference: DVD Evaluation Form (see in Appendix A, pages 150-151). The form was intended for students to rate on the overall DVD project experience. I read aloud each sentence, gave further depth descriptions on each, and allowed time for students to reflect and respond on the form. All responded that they saw the connection between ASL and English. Everyone marked under smile face icon in response to the question: “Did the DVD project make you excited about reading?” Seven out of eight students said they would do the DVD project again with a different book.

After the students filled out their evaluations, I shifted their attention on our KWL Chart. We quickly reviewed the six items on two left columns. Then I asked readers what they had learned from the entire experience. CD and KL recognized the importance of the title, author, and the illustrator on all books. We added these three words to the Learned column (page 155, Figure 13.13). Unfortunately, time ran out for the next two groups to add more things to the Learned column.

Art and Literature Night was hosted by ECE department tonight. Toddlers to kindergarten students’ art and literature were showcased for
the families, friends, and community members to admire upon. The
Napping House DVD was featured at one of the ASL Literature centers.
The film was shown repeatedly throughout the event. The showing of
DVD at this festival cumulated the curriculum well.
IX. Report on the Result of My Evaluation

The curriculum goals were:

1. Students will understand the characteristics of good ASL storytelling with features such as incorporating facial expressions, eye gaze, using classifiers, and role shifting.

2. After repeated readings, increase students’ ability to connect ASL with English.

3. Encourage parents to use ASL at home to read with their child.

4. Increase students’ confidence in their own ability to read so they can enjoy good books.

The curriculum was evaluated with three different type of data collection. Field notes, student performance rubrics, and student work samples archived the cumulative tasks in this curriculum. The accumulation of evidence listed above helped me to confirm if my curriculum goals were fulfilled.

The first learning goal of this curriculum stated that the students will understand the characteristics of good ASL storytelling with features such as incorporating facial expressions, eye gaze, using classifiers, and role shifting. My field notes and student performance rubrics in Lesson 1.1, 1.2, 2.2, and 3.2 indicated that the students incorporated these ASL features in their discourse while discussing the book. During these lessons (which
included role-playing, dramatization, rehearsals, filming, and whole group discussions), I observed the students using the ASL features in their signing and comprehension. Like for instance, during the KWL chart, the students recognized that facial expressions and eye gaze were important components in ASL storysigning. According to my anecdotes, the students replied “No, wrong” when I modeled stoic expressions and no eye contact during a read aloud activity. Also, the students modeled role-shifting very well during Lesson 2.2, April 30, 2012, (see Figure 13.1 and 13.2). The highlight of the lesson was when the students reinforced each other independently during the activity (see Figure 13.3 and 13.4) by prompting others to seek attention, clarity, and standing position during role-play. The students reminded each other on ASL features by referring to the KWL chart poster. During the rehearsal (Lesson 3.2), the students collaborated and gave each other feedback after viewing themselves doing their trial performance on the laptop. Even during other classroom routines, when students were unclear or unintelligible, the students told them directly to be more clear, visible, expressive, and attentive (eye gaze) at that moment. During library hour on Wednesdays and daily Rest Time in the afternoons, I observed the students reading books to each other independently and ASL storysigning features were prominent. The metalinguistic awareness emerged when the students
understood that print carried meaning and began to recognize that ASL and English work together. The students incorporated both languages simultaneously through reading aloud and role-plays. This indicated to me that the students were aware of the ASL features and incorporated them in classroom discourse and thus that this goal was achieved.

The second curriculum goal was after repeated readings, increase students’ ability to connect ASL with English. The ASL and English bilingual approach was used predominantly throughout the curriculum. The explicit use of ASL supported the young students to connect with text found in books. The point referencing strategy was used frequently throughout storybook reading. The students modeled the strategy by tracing sentences with their fingers although their word recognition skills were at the emerging stage. The students relied heavily on illustrations as their primary reading strategy. The students referred to the ASL and print posters for visual reference during activities with KWL Chart, Venn Diagram, journaling, role-play, filming, and show-and-tell (Lesson 1.2, 1.3, 1.4, 2.2, 2.4, 3.3, and 4.3). During the journal activity, the students attempted either to sign or fingerspell before writing (see Figure 8.3 and 8.4) and vice versa (see Figure 13.5 -13.8). This group demonstrated the connection of ASL and English before and after the writing activity. In addition, on the Student-Teacher Conference: DVD Evaluation Form, six
out of eight students checked under smiley face icon column to the question “Do you see the connection between ASL and English?” Students replied, “Yes, same.” This showed me that the young students recognized the connection of ASL and English. Thus, there was sufficient evidence that the goal to increase students’ ability to connect ASL with English was met.

The third curriculum goal was encourage parents to use ASL at home to read with their child. Based on the lack of enough observations, this goal was harder to attain. I had sent out a hard copy of a survey to parents before I implemented my curriculum. Seven out of eight parents participated the survey. Under the question, “Does your child likes to read at home?”, all parents marked “yes.” Most parents put themselves on the list under the persons that their child reads with at home. Each parent named few titles that the child likes to read at home. However, it was uncertain what language used at home when reading with the child. Parental participation in this survey and in another survey about DVD viewing differed greatly. Although all students stated that they watched the DVD at home with at least one family member as I stated at the end of chapter eight, only four out of eight parents responded on their DVD viewing experience (via face to face or written communication). Out of these four, only one responded with in-depth
details despite the emails and letters I sent out to parents. Based on this low response rate and lack of detailed reports, I determined that evidence I had, was inconclusive to support whether the parents used ASL at home to read with their child. In particular, due to lack of parental participation with DVD viewing responses, I concluded there was insufficient evidence to state that this goal was attained. If I had used another strategies to employ to increase responses from families, the results would differ greatly. The strategies may include direct communication with families over videophone (VP) and/or correspondence through letters on a frequent basis. Also, providing a checklist would be useful for families to mark details on what to observe their child during their DVD viewing experience as opposed to writing notes alone.

The final goal of this curriculum was increase students’ confidence in their own ability to read so they can enjoy good books. In my anecdotal notes, I noticed that the students consistently identified letters and words in the books during ASL storysigning time and free choices. Students demonstrated growth in ASL narrative skills when reading books with each other. All responded on the Student-Teacher Conference: DVD Evaluation Form that after the DVD viewing, they all became excited about reading. On student performance rubrics (1.2, 1.4, 3.1,
3.2), students were constantly making connection with the book and identified story sequence. Participation in the reading activity was steady for all students. During the read-aloud time in the afternoons, the students demonstrated awareness of recognizing the book title, author, and illustrator independently. Their emerging reading potential had increased from the prolong exposure to reading aloud. Combining students' developing ASL narrative skills and understanding concepts of print, they have shown their motivation in both. The students were often seen picking books on their own and reading independently or in pairs. Thus, their behavior demonstrated that this final goal was accomplished.

In summary, only three out of four curriculum goals were fulfilled. The third learning goal reinforced me to identify future strategies to elicit more responses from families. The new strategies included providing parents checklists and establishing an ongoing direct communication (via VP and written correspondence). The new goal was to minimize the overwhelming feeling that the parents may have towards writing notes as they may not know what to look for. However, none of the goals above should end at my curriculum. These goals must be established lifelong if we strive for deaf students to possess good reading skills and to excel as fluent bilinguals.
X. Conclusion

Naturally, I was ecstatic when I learned my internship placement was in kindergarten. I believed that my curriculum suited best with younger grade levels. However the technology aspect of the curriculum had me anxious. I was reluctant with how much five and six year olds were capable of performing with technology, yet I welcomed the challenge. Needless to say, the kindergartners subdued my anxiety. The young students interacted with technology easily and demonstrated a high level of confidence with computers. An important lesson for me was that the teachers needed to provide challenges that even they may be unfamiliar with and allow an opportunity to explore new things together.

As soon as I began my curriculum, I was quite concerned about implementing sixteen lesson plans in just four weeks. Few of the lessons required more than a single day. Nevertheless, the four weeks I had seemed a reasonable amount of time required to complete entire curriculum. As time progressed, I realized that I did not invest much time on certain lessons. Things such as departmental events and students’ absence affected the amount of time there was for each lesson. This reminded me that maintaining flexibility was crucial in implementing an effective curriculum.
If I could implement my curriculum again, I would without any hesitation. I would expand the fourth unit to engage parents beyond journaling. Perhaps I limited Lesson 4.3. with the journal lesson. Overall, I wished that I could elicit more responses from parents. I did not develop a checklist for parents as I had originally planned. My curriculum partially depends on parent involvement. At times I never received a word from parents yet there were some parents with whom I communicated frequently. In other words, parents’ enthusiasm towards the project varied greatly. I encountered parents who were native ASL users and still did not understand the directions of the assignment that they had to do with their children. Regardless of the language I use, ASL or English, the concept and purpose still must be clear and meaningful for the parents. However, the responses that I did receive regarding this project were very optimistic. The parents commented that they have watched the videos often at home and hope to continue doing so during the summer.

On a final note, I believe that the students enjoyed the specific books we read because of the opportunities of reading the same book again and again. The opportunities to examine and familiarize themselves with the story expanded the students’ appreciation of the book. In almost every activity, the students would recognize new things within the book. Also the process of re-reading the book became more
meaningful for them when they acted out the characters themselves. The experience of continuing discovery reinforced the desire to find new insights about a story. The interrelationship between both languages from the very beginning to the end of the curriculum was consistent and meaningful.
References


Appendix A

Bridging Literacy at Home and Classroom Through ASL Storysigning DVD

A curriculum, rubrics, and evaluation forms

By

Lucinda R. Baugh
Table of Contents:

UNIT I: Introduction
1.1 ASL Storysigning
1.2 Compare and Contrast
1.3 Journal
1.4 Graph

UNIT II: ASL Features
2.1 Masks
2.2 KWL Chart
2.3 ASL Roles in Storysigning
2.4 Role-play

UNIT III: DVD Project
3.1 Mural
3.2 Role-play
3.3 Filming
3.4 Editing

UNIT IV: Bringing Home the Story
4.1 Class letter
4.2 Role-play
4.3 Journal
4.4 Show and Tell
**UNIT I: Lesson 1**

**Goals:**
1) After repeated readings, increase students’ ability to connect ASL with English.
2) Understand the characteristics of good ASL storytelling with features such as incorporating facial expressions, eye gaze, using of classifiers, and role shifting.

**Standards:** Actively engage in group reading activities with purpose and understanding. a) Activate prior knowledge related to the information and events in texts. b) Use illustrations and context to make predictions about text.

**Content Objective:** Given ASL storytelling and illustrations, the students will predict events and summarize the story as measured by teacher’s observations during ASL storytelling time.

**Language Objective:** Given teacher modeling, the students will observe ASL features used throughout ASL storytelling as measured by teacher’s observations.

**Formative Assessment:** Look at the expressions of the students. How are they observing you during storytelling? Are they able to follow through with the story? Are they able to make reasonable predictions? Are they able to support their predictions with prior story event?

**Summative Assessment:** The students will make predictions during ASL storytelling and summarize the story in few sentences after the reading.

**Materials:**
selected book, easel, sentence strips, markers

**Introduction:** 3 minutes
1. Allow some time for students to observe the book cover.
2. Ask volunteers to point/sign/fingerspell to the book title, author(s), and illustrator(s).
3. Write title, author & illustrator’s names on sentence strips.
4. Volunteers place each under appropriate category (“title”, “author”, and “illustrator”) on easel.
5. Ask students on what they think the book will be about. Encourage predictions.
**Procedure: 8 minutes**

1. Read aloud the book in ASL. Be sure to model ASL features (role shifting, eye gaze, facial expressions, body language) with clarity.
2. Encourage students to look at the pictures throughout the story events and make predictions.
3. Point/trace sentences on the book to emphasize the connection of ASL with English.
4. After reading aloud, pair up students and allow 30 seconds to talk about this book with each other.
5. Volunteers share thoughts with each other in large group.

**Closure: 2 minutes**

1. Give a minute for the group to brainstorm summary of the story. Dictate their comments on the board.
2. Explain that we will be doing ASL storysigning this week with different books.

**Modifications**

- Use sentence strips as guide during TPS activity.
- Use different color sentence strips to identify title, author, and illustrator. Leave them for next few more books.
# Rubric for Lesson 1.1

Student: _____________________________  Date: __________________________

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Vocabulary recognition</strong></td>
<td>Minimum of one word</td>
<td>Two words</td>
<td>All 3 words</td>
</tr>
<tr>
<td><strong>Vocabulary placement</strong></td>
<td>Placed inappropriately</td>
<td>Placed one or two words in right place</td>
<td>Placed all three words correctly</td>
</tr>
<tr>
<td><strong>Making predictions</strong></td>
<td>Not present</td>
<td>Shares some expressions</td>
<td>Consistent</td>
</tr>
<tr>
<td><strong>Brainstorming summary</strong></td>
<td>Ideas unclear; inconsistent</td>
<td>Idea stays on the topic</td>
<td>Demonstrated consistency with ideas</td>
</tr>
</tbody>
</table>

Comments/observations:

☐ Student Teacher
☐ CT
☐ other: ___________________________

______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
UNIT I: Lesson 2

Goal: After repeated readings, increase students’ ability to connect ASL with English.

Standard: Reading/Integration of Knowledge and Ideas 9): With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

Content Objective: Given two books and Venn Diagram, the students will compare and contrast two picture books and list each on chart provided.

Language Objective: Given Venn Diagram and teacher modeling, the students will describe the story using ASL as measured by teacher’s observations of ASL throughout the Venn Diagram activity.

Formative Assessment: Ask questions to determine if the students can identify the similarities and differences in given two books. Questions to keep in mind: Are they identifying appropriate characters? Are they able to retell the story with more than one sentence? Are s/he able to identify at least one thing about the book without any prompt from teacher?

Summative Assessment: The students will list at least five similar and different things about each book together using the Venn Diagram.

Materials: one sheet of colored butcher paper, markers, tape, white board, easel, two picture books, draw Venn Diagram on butcher paper (using different color markers or paper)

Introduction: 3 minutes

1. Display the two picture books. Have students identify both books. Students sign the titles and fingerspell the names of authors and illustrators.
2. Ask students to reflect on both books for 30 seconds. Share briefly with class.
Procedure: 8 minutes

1. Post up a Venn Diagram chart and encourage predictions on the Venn Diagram. Model the diagram with few basic examples (e.g., with two shapes).
2. After modeling, bring out the books. Split the class in pairs and have each student share their observations with each other.
3. After TPS activity, reconvene and ask them to share with large group with their observations. Provide prompts if needed.
4. Write the students’ comparisons on the Venn Diagram poster. Teacher reads comments in ASL. Note: Emphasize on ASL and English connections through ASL techniques such as sweeping, chaining, tracing, pointing.

Closure: 3 minutes

Volunteers pick one part on the Venn Diagram and summarize the main points of the category with large group.

- Provide waiting time for thinking aloud.
- Provide prompts when needed.
- Consider how students are paired for TPS.

- Provide sentence frame during TPS:
  
  \[ \text{___________} \text{ is } \text{___________ as } \]
  
  \[ \text{(Book title)} \quad \text{(same/different)} \quad \text{(book title)} \]
  
  \text{because } \text{___________________________}.
  
  \text{(character, appearance, plot, author, etc.)}
## Rubric for Lesson 1.2

**Student: _____________________________**   **Date: _______________________

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Story elements</strong></td>
<td>Demonstrates no identification</td>
<td>Identifies one from each book</td>
<td>Identifies more than two characters from each book</td>
</tr>
<tr>
<td><strong>identification</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Making connections</strong></td>
<td>Displays no connection</td>
<td>Displays one items</td>
<td>Displays at least two items</td>
</tr>
<tr>
<td><strong>Categorization</strong></td>
<td>Recognizes none</td>
<td>Recognizes a category</td>
<td>Recognizes both categories</td>
</tr>
<tr>
<td><strong>Compare/Contrast</strong></td>
<td>Random</td>
<td>Demonstrated some comparisons</td>
<td>Clear; demonstrates both comparisons</td>
</tr>
<tr>
<td><strong>Participation</strong></td>
<td>Did not use time well</td>
<td>Usually participate</td>
<td>Uses time well</td>
</tr>
</tbody>
</table>

**Comments/observations:**

- [ ] Student Teacher
- [ ] CT
- [ ] Other: ___________________________

______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
### UNIT I: Lesson 3

**Goal:** After repeated readings, increase students’ ability to connect ASL with English.

**Standard:** ELA/Writing 3.) Use combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

**Content Objective:** Given journal sample and teacher modeling, the students will evaluate book as measured by use of one or more combination of drawing, dictating and writing in their own journal.

**Language Objective:** Given teacher modeling and journal sample, the students will evaluate a book using ASL as measured by using ASL features to express an opinion or thoughts of a book.

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**Formative Assessment:** Ask questions on how or why they felt or thought about that. Examine the stories written by the students.

**Summative Assessment:** Students will compose several pages in their journal using a combination of drawing, dictating, and writing to provide a reaction to the story. The stories must be relevant to the book and to their own reaction to it.

**Materials:** construction paper (in variety colors), blank white sheets, stapler, stickers, markers, scissors, white board, dry eraser markers, stack of books, magazine clippings

*Note for teacher: prepare a set of blank journals before the class.*

**Introduction:** 3 minutes

1. Write smile and frown faces on board. Point and sign for each picture. Dramatize both emotions.
2. Students identify both emotions by either sharing an experience or commenting on it.
3. Show some of magazine clippings of people’s faces. Engage in brief discussion of different scenarios that causes either emotions (i.e., birthday party, getting hurt, disliking something, going to school).
**Procedure: 10 minutes**

2. Sign I LIKE BOOK BECAUSE... then finish the sentence with a reason or a reaction toward the book.
3. Teacher model with a journal sample.
4. Volunteers dramatize by picking a familiar book from the class library stack and share their reaction of it.
5. Assign students to seats around the classroom and allow few minutes to reflect on a book of their choice. Allow 5 minutes or less for drawing, writing, and dictating their responses in their own journal.

**Closure: 3 minutes**

1. Give time for students to clean up supplies and return the materials to its appropriate places. Dramatize to explain that they will take the journal home when they are finished with it.
2. Dramatize that they will take the journal home when they are finished with it. *Note: save the journals to be sent home and have the students to continue using it with their parents after watching the DVD.*

<table>
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<tr>
<th>Modifications</th>
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</table>

**For students on target:** Have them write their own journal in few sentences independently. With encouragement, have them write the sentences with their best potential. Spelling errors are acceptable.

**For students in need of remediation:** Provide one-on-one assistance during writing activity. Encourage them to use the space to draw their thoughts. Then ask them to identify the images and write the words on the pictures.

**For students who need enrichment:** Dictate the students’ comments. Read sentences together in ASL.
## Rubric for Lesson 1.3

**Student:** _____________________________  **Date:** _______________________

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Idea</strong></td>
<td>Unclear</td>
<td>General</td>
<td>Clear; original</td>
</tr>
<tr>
<td><strong>Picture</strong></td>
<td>Random; irrelevant</td>
<td>General; connects to some idea</td>
<td>Supports idea fully</td>
</tr>
<tr>
<td><strong>Writing sentences</strong></td>
<td>Scribbling</td>
<td>Random words used only</td>
<td>Sentence show variety and depth</td>
</tr>
<tr>
<td><strong>Connects ASL with English</strong></td>
<td>Not present</td>
<td>Limited yet show signs</td>
<td>Clearly present</td>
</tr>
<tr>
<td><strong>Participation</strong></td>
<td>Not use time well</td>
<td>Somewhat use time well</td>
<td>Uses time well</td>
</tr>
</tbody>
</table>

**Comments/observations:**

☐ **Student Teacher**

☐ **CT**

☐ **Other:** _____________________________

______________________________________________________________________

______________________________________________________________________

______________________________________________________________________
UNIT I: Lesson 4

**Goal:** Increase students’ confidence in their own ability to read so they can enjoy good books.

**Standards:**
Math: Measurement/Data 2.) Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference.
Math: Measurement/Data 3.) Classify objects into given categories; count the numbers in each category and sort the categories by count.

ELA: Writing (Text Types and Purposes): Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book.

**Content Objective:** Given chart making activity, the students will read and classify the numbers on the bar graph as measured by teacher’s observation in large group discussion.

**Language Objective:** Given ASL Storytelling and chart making activity, the students will arrange numbers using ASL using appropriate handshape and location as measured by teacher’s observations of ASL throughout the chart making activity.

**Formative Assessment:** Observe the students, individually, as they attempt to count the numbers. Focus on students fingerspelling and signing some of the story and reading the numbers correctly. Keeping these questions in mind: Is their discussion on or off the topic? Do they recognize the number in print and respond with appropriate number handshape? Do they color a box under appropriate row/column on the graph?

**Summative Assessment:** Students will complete a bar graph chart that will determine popular book choice of the class.
Materials: crayons, large rolled white sheet of paper, tape, white eraser board, copies of picture book jackets, markers

Introduction: 8 minutes
1. On the rug area, have all students sit in circle and observe the cover of three picture books. 2. Briefly discuss on what they liked or remembered about each book. List some comments on board. 3. Allow students to make guesses on which book gets the most votes.

Procedure: 15 minutes
1. Prepare a 3 x 10 array sheet of paper, tape on board for everyone to see.
2. Volunteers to paste book jacket covers on the top of the chart. You lead an example by modeling.
3. Explain to students that they have some time to think quietly on which three books they liked the most. Be sure to remind them to use non-verbal communication to signal that a favorite book has been decided on their mind.
4. Teacher do a role-play on coloring a box under a favorite book. Ask for volunteers to color their favorite book. Continue until everyone had a turn.
5. Then ask students to count and compare how many coloring in boxes are in each column in pair. Observe the students as they work with statistics or data analysis. Note: Discussions help students develop a basic understanding of fractional concepts. 6. Volunteers report to the rest of the class on what they observed.

<table>
<thead>
<tr>
<th>Book #1</th>
<th>Book #2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<tr>
<td></td>
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</tbody>
</table>

Closure: 5 minutes
1. Students summarize/retell on what they’ve observed from the chart.
2. Teacher write sentences on board on students’ dictation. Teacher read aloud the sentences.
- Give some waiting time for them to respond.
- Provide additional visual story related props for references.
- Reminders on non-verbal communication (e.g., thumbs-up) during TPS activity.

- Use sentence/ASL frames during Think-Pair-Share activity such as:

  I like this book because ____________________________.

  ______ marks are ______________ than ________________.

  (Total votes) (more/less) (total # of votes-book #1/#2)

  ____________ has __________ votes than ________________.

  (Book title) (more/less) (another book)
# Rubric for Lesson 1.4

Student: ______________________________  Date: ______________________

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion</td>
<td>Random topics</td>
<td>Some topics are relevant</td>
<td>Ideas are always on topic</td>
</tr>
<tr>
<td>Numeral recognition</td>
<td>Recognizes 0-2 numbers on print</td>
<td>Recognizes 3-5 numbers</td>
<td>Recognizes 6-8 numbers</td>
</tr>
<tr>
<td>Handshape</td>
<td>Demonstrates very little numeral handshape</td>
<td>Demonstrates appropriate handshape with teacher support</td>
<td>Demonstrates appropriate handshape independently</td>
</tr>
<tr>
<td>Category</td>
<td>Not able to color a box under appropriate column</td>
<td>Able to color a box under appropriate box with teacher support</td>
<td>Colors a box appropriately without any teacher support</td>
</tr>
<tr>
<td>Connection to books</td>
<td>Makes no connection to books</td>
<td>Somewhat makes connection to books</td>
<td>Connection is relevant to books</td>
</tr>
</tbody>
</table>

Comments/observations:
- [ ] Student
- [ ] Teacher
- [ ] CT
- [ ] Other: ___________________________

______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
UNIT II: Lesson 1

Learning Target

Goal: Increase students’ confidence in their own ability to read so they can enjoy good books.

Standard: VPA 2.2: Demonstrates beginning skill in the use of tools and processes, such as the use of scissors, glue, and paper in creating a three-dimensional construction.

Content Objective: Given mask-making activity and teacher modeling, the students will identify characters in a book as measured by completing one character mask.

Language Objective: Given materials and modeling, the students will describe characters in a selected book in ASL as measured by using ASL features such as facial expression and body language through teacher’s observations.

Assessment / Evidence

Formative Assessment: Observe students as they try to identify the main characters in the book. Look to see if their comments are on the topic? Are they referring to the appropriate book? Are they able to recognize and identify characters in story events?

Summative Assessment: The students will identify and create their own character mask(s) individually and able to refer character to a certain scenario from a book.

Learning Plan

Materials: pencils, crayons, markers, scissors, glue, large popsicle sticks, spool of colored yarns, paper plates, glitters, colored pipe cleaners, foams, cut-outs, and any other additional decorations
Introduction: 3 minutes
2. List characters on board. Point, sign, and fingerspell each person.
3. Volunteers describe each character using descriptive ASL.
4. Explain that we will be making character masks. Allow them to choose a character. Move the group to a table with all supplies set.

Procedure: 10-15 minutes
1. Model the activity given below step-by-step and demonstrate how to handle the scissors with care with the students.
2. Distribute paper plates and pencils. Have adults help.
3. Determine the distance between the eyes and mark their eyes with dots. Draw the eyes around dots. Students cut out the holes. Teacher may have to help cut out the eyes.
4. Draw the shape of a head around the eyes. The head should be as big as the paper plate, especially at the sides. Note: it should use most of the paper.
5. Decorate masks with crayons or markers. If you have the time, provide students with construction paper and glue so they can add three-dimensional details.
6. Students choose between yarn or popsicle stick. Tie one end of a 14" piece of yarn to each hole or glue stick on the bottom of the cut out mask.

Closure: 5 minutes
1. Have the students clean up the area and return materials to its appropriate place.
2. In large group, have the students share their masks with each other and ask them or others to identify the character they created.
3. Assign a visible area for students to leave their masks.

Modifications

- Have some pre-cut masks available if needed.
- Mark the lines on masks in dark/bold for clearer and visible when cutting.
- If time permit, make an additional mask.
- Provide illustrations from the book for coloring and decoration guidance.
Rubric for Lesson 2.1

Student: _______________________________  Date: _____________________

<table>
<thead>
<tr>
<th></th>
<th>1</th>
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<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Discussion</strong></td>
<td>Irrelevant; no connection to the book</td>
<td>Shows some connection to the book</td>
<td>Connects to the book; on topic</td>
</tr>
<tr>
<td><strong>Character identification</strong></td>
<td>No recognition</td>
<td>Names or describes 1-2 character(s)</td>
<td>Names or describes more than 3 characters</td>
</tr>
<tr>
<td><strong>Artwork</strong></td>
<td>Shows little effort</td>
<td>Acceptable work</td>
<td>Produces creative work</td>
</tr>
<tr>
<td><strong>Participation</strong></td>
<td>Rushes through; slight effort</td>
<td>Demonstrates good effort</td>
<td>Demonstrates hard work</td>
</tr>
<tr>
<td><strong>Completion</strong></td>
<td>Incomplete</td>
<td>Completes one mask</td>
<td>Completes two or more masks</td>
</tr>
</tbody>
</table>

Comments/observations:
- Student Teacher
- CT
- Other: ___________________________

______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
UNIT II: Lesson 2

Learning Target

**Goal:** Understand the characteristics of good ASL storytelling with features such as incorporating facial expressions, eye gaze, using of classifiers, and role shifting.

**Standard:** ELA/Speaking and Listening/Comprehension and Collaboration
1) Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. A) Follow agreed-upon rules for discussions. B) Continue a conversation through multiple exchanges.

**Content Objective:** Given KWL chart and teacher modeling, the students will identify things that they know about ASL storytelling as measured by listing at least two ideas each.

**Language Objective:** Given KWL chart and teacher modeling, the students will learn how to listen to others and taking turns talking about ASL storytelling as measured by teacher’s observations.

Assessment / Evidence

**Formative Assessment:** Ask questions during the KWL chart activity. Questions may include: Is the student actively engaged in KWL chart activity? Is s/he able to detect the difference between “know” and “want”? Is s/he able to identify at least one idea in each category (know, want)?

**Summative Assessment:** Students will list things that they already know and want to learn about ASL storytelling on KWL chart in large group.

Learning Plan

**Materials:** poster board or butcher paper, markers, easel, white board

**Introduction:** 5 minutes
1. Start by writing on board “book” and ask students if they recognize the word. Volunteer signs the word. Teacher points to the word and models ASL fingerspelling and the sign.
2. Ask them if they can find the book around the classroom. Have each student walk around class and bring a book to rug area. Have volunteers to read or point to the book title and author.
3. Briefly discuss on what they observed about books in general. Note their observations on board.

**Procedure: 10 minutes**

1. Ask the students if they recognize ASL. Ask volunteer to write “ASL” on board. Allow some waiting time and respond when they are ready by signaling non-verbal communication. List their comments on board. Document their prior knowledge on “ASL.”

2. Start by making a KWL chart using a piece of poster board sectioned off: what we know about the ASL storytelling, what we want to learn about ASL storytelling, and what we learned about the ASL storytelling.

3. Students brainstorm what they already know about the ASL storytelling. Even if they say something incorrect, write it down – you can always correct it after they learn more. Note: have several prompt questions ready in case the students are less responsive.

**Sample:**

<table>
<thead>
<tr>
<th>Know</th>
<th>Want</th>
<th>Learned</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Closure: 3 minutes**

1. Review the KWL chart.
2. Class decides on where to hang the chart in our classroom.
   - **Note:** At the end of the curriculum, pull out KWL chart and finish the last column – “What we learned.” Have them check “what we know” and using what, they now know, check for accuracy.

**Modifications**

- Provide waiting time during discussion.
- Can use Smartboard in exchange of poster board.
- Model and practice several non-verbal hand signals before using the strategy.
- Ongoing: model signs and connection between ASL and English.
Rubric for Lesson 2.2

Student: __________________________          Date: _____________________

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Idea sharing</td>
<td>None at all</td>
<td>One idea</td>
<td>Two or more ideas</td>
</tr>
<tr>
<td>Topic</td>
<td>Off/unclear</td>
<td>Generally on topic</td>
<td>On &amp; consistent</td>
</tr>
<tr>
<td>Participation</td>
<td>None at all</td>
<td>Some</td>
<td>All time</td>
</tr>
</tbody>
</table>

Student is able to identify:
- ☐ book
- ☐ know
- ☐ want
- ☐ ASL
- ☐ KWL

Student is able to:
- ☐ Bring a book to the circle.
- ☐ Recognize a category on KWL chart.

Comments/observations:
- ☐ Student Teacher
- ☐ CT
- ☐ other: __________________________

_______________________________________________________________

_______________________________________________________________

_______________________________________________________________
UNIT II: Lesson 3

Learning Target

Goal: Understand the characteristics of good ASL storytelling with features such as incorporating facial expressions, eye gaze, using of classifiers, and role shifting.

Standard: ELA: Actively engage in group reading activities with purpose and understanding. 

a) Activate prior knowledge related to the information and events in texts.

b) Use illustrations and context to make predictions about texts.

Content Objective: Given picture book and teacher modeling, the students will identify character emotions through using facial expressions as measured by their facial expression/body language responses.

Language Objective: Given picture book illustrations and teacher modeling, the students will identify character emotions in the story using descriptive adjectives ASL signs and facial expressions as measured by their facial expression/body language responses.

Assessment / Evidence

Formative Assessment: During the preview and emotion & facial expression activity, ask each student simple yes-or-no questions to determine their understanding of story in the book such as characters, actions, conflict, etc.

Summative Assessment: Students will engage in pair sharing book activity and retell the story in their own words, with each other.

Learning Plan

Materials:
several copies of same picture book, magazine clippings of different types of emotions, white board, markers

Introduction: 3 minutes
1. Write words: angry, happy, surprised, sad on white board. Point, fingerspell, sign each word.
2. Teacher models facial expression and ask students which emotion conveyed.
Procedure: 10 minutes
1. With magazine clips collage provided, allow students to observe each picture and label at least three different emotions.
2. Discuss what the facial expression will look like for each emotion.
3. Volunteers try some facial expressions themselves, showing each other their own faces.
4. Distribute books and have them look at the characters in the book. Pick a page and ask students what this character is feeling. Have them demonstrate the emotion through facial expressions.
5. Pair-share books, allow them to take a look of the book themselves and encourage them to retell the story to each other.
6. Identify key ASL features after pair sharing activity. Note: make connections to text. Add key ASL features (facial expressions and body language) to ASL poster board as a reference for future unit lessons.

Closure: 3 minutes
1. Take picture of them with different facial expressions.
2. Dictate their comment on each picture after the pictures are developed.

Modifications

• One-on-one assistance for students in need of remediation: visual support, repetition, slower pace, etc.

• Allow student(s) to feel the magazine clippings and transfer to real life. Use mirror to see their own facial expressions.

• Add more than one picture for students who are on target, ask them to think of other emotions. Give them several extra scenarios.
Rubric for Lesson 2.3

Student: ______________________________  Date: ______________________

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Participation</strong></td>
<td>None</td>
<td>Some</td>
<td>Full</td>
</tr>
<tr>
<td><strong>Emotion identification</strong></td>
<td>No individual expression</td>
<td>Recognizes some</td>
<td>Clearly identifies most or all</td>
</tr>
<tr>
<td><strong>Facial expression</strong></td>
<td>Imitates with plenty of prompts from adults</td>
<td>Responsive</td>
<td>Initiates independently</td>
</tr>
<tr>
<td><strong>Identifies emotions in the book</strong></td>
<td>Tries with plenty of prompts from adults</td>
<td>Able to with minimal support from adults</td>
<td>Models to other peers; lead by example</td>
</tr>
</tbody>
</table>

Comments/observations:
- [ ] Student Teacher
- [ ] CT
- [ ] other: ___________________________

______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
UNIT II: Lesson 4

Learning Target

Goals: 1) Students understand the characteristics of good ASL storytelling with features such as incorporating facial expressions, eye gaze, using of classifiers, and role shifting. 2) After repeated readings, increase students’ ability to connect ASL with English.

Standard: Reading for Informational Text 6) Name the author and illustrator of a text and define the role of each in presenting ideas or information in a text.

Content Objective: Given teacher modeling and role-play, the students will demonstrate and role-play various roles in ASL storytelling as measured by teacher’s observations and ASL Development Scale rating.

Language Objective: Given teacher modeling and role-play, the students will perform various roles using ASL including ASL features as measured by teacher’s observations and ASL Development Scale rating.

Assessment / Evidence

Formative Assessment: Ask questions during the role-play after modeling for comprehension check. Observations and questions may include: Who is talking now (during role-shifting)? When I am looking up, who am I looking at? Show me how this character talks with this character. Are the students able to identify the story sequence?

Summative Assessment: Students will do several role-plays on various characters and roles in an ASL storytelling incorporating ASL features.

Learning Plan

Materials: colored tapes, scissors, paper with a camera drawn on it, picture book, pre-cut masks of main characters and narrator of a book, colored sentence strips with characters’ name written on them, string, hole puncher
Introduction: 3 minutes
1. Ask students to look at the book cover quickly and point/identify/fingerspell the title and authors, illustrators.
2. Review characters with masks and “name tags.” Briefly identify roles of each.

Procedure: 10 minutes
1. Review facial expression, body language, eye gaze and more features on ASL storysigning poster.
2. Introduce “narrator” role. Explain the responsibilities of a story narrator. Dramatize the role with students.
3. Dramatize a role using the mask/name tag. Pick a beginning scenario in the book and ask volunteer to perform the action of a character shown in the book. Ask students to show us what the characters are doing, feeling, etc. Then add characters’ lines to the role-play; provide plenty of prompts during this process. Do one page at a time. Continue until each student had a turn.
4. Point to the tape on floor. Dramatize that the students need to stay on the tape. Show the paper with a drawing of a camera - to establish eye contact. Note: Good practice for upcoming filming lesson.
5. Select an adult to keep time of the role-play. Do a run through role-play of an entire story. Remind them of ASL features.

Closure: 3 minutes
1. Have students hang the name tags and masks in the dramatic play area.
2. Return to the area. Ask students to show non-verbal expression if they enjoyed the activity. Take a mental note of their comments.

Modifications

For students on target: Use combination of two or more roles (two or more characters) within a segment using role shifting and eye gaze.

For students in need of remediation: Provide one-on-one assistance with dramatizing the role(s). Provide prompts as much as needed. Use Total Physical Response to provide guidance through step by step process.

For students who need enrichment: Pair up a student with another student. Student dramatizes and allows the other student to imitate from him/her. Students copy each other will provide visual support for both.

- Variation on assigning roles: teacher assign then students rotate or students pick a role from a bowl.
### Rubric for Lesson 2.4

Student: _______________________________  Date: _______________________

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Role</strong></td>
<td>Identifies no role</td>
<td>Identifies few roles</td>
<td>Confident with its role more than other</td>
</tr>
<tr>
<td><strong>Role Play</strong></td>
<td>Pacing is unclear</td>
<td>Pacing is steady</td>
<td>Pacing is enthusiastic</td>
</tr>
<tr>
<td><strong>ASL storytelling features</strong></td>
<td>Incorporates 1 or none</td>
<td>Incorporates 2-3</td>
<td>Incorporates all features</td>
</tr>
<tr>
<td><strong>Story sequence</strong></td>
<td>Not present</td>
<td>Adequate</td>
<td>Knowledgable from beginning to end</td>
</tr>
</tbody>
</table>

**Comments/observations:**

☐ Student Teacher

☐ CT

☐ Other: __________________________

______________________________________________________________________

______________________________________________________________________

______________________________________________________________________

______________________________________________________________________
UNIT III: Lesson 1

Goals:
1) Increase students’ confident in their own ability to read so they can enjoy good books.
2) After repeated readings, increase students’ ability to connect ASL with English.

Standard: VPA 2.5: Use lines in drawings and paintings to express feelings.

Content Objective: Given books and art supplies, the students will create a large scale collaborative artwork as measured by expressing their own reactions through painting.

Language Objective: Given books and art supplies, the students will share ideas on mural project in ASL as measured by teacher’s observations.

Formative Assessment: Observe students during idea sharing session. Observe their actions during painting activity. Take mental notes of their ASL uses during the discussion.

Summative Assessment: The students will express the concept of ASL storytelling through images in a collaborative painting.

Materials: paints, large paint brushes, tarp, rolled butcher paper, scissors, smocks, white board, markers, paint cups

Introduction: 5 minutes
1. Briefly show 5 Monkeys Jumping on Bed ASL DVD.
2. Pause a scene during the storytelling after watching the entire story. Point to the background in DVD. Explain that we will need background for our DVD project.
3. Brainstorm pictures ideas for our mural.
4. List ideas on white board.
5. Ask students how they want to divide up pictures.

6. Have students volunteer or assign each other on certain pictures they will paint on. Write the name next to the image listed on white board. Remind students on what pictures they will each paint.
Procedure: 15 minutes

Remind the students to know they have to draw very, very big.

1. Model on how to use paint on floor on the scrap paper.
2. Review on art supplies and on how to use them appropriately.
3. Assign students to specific area of rolled paper.
4. Allow 5 minutes for them to paint freely. Remember always to remind them to paint very big images.
   Note: if needed, use an overhead projector to draw on a transparency then put on overhead to trace on big paper.

Closure: 5 minutes
1. Together, students place the wet, finished mural at one quiet area in classroom.
2. Students clean up and wash up the supplies with adults help.

- Provide large paint brushes for better grasp if needed.
- Note students’ fine motor skills to provide appropriate supplies to engage in art activity.
- Provide visual props for students to reflect upon or trace with.
## Rubric for Lesson 3.1

Student: _______________________________  Date: ______________________

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Brainstorming</strong></td>
<td>Shares one or no</td>
<td>Shares 2 ideas</td>
<td>Shares 3 or more ideas</td>
</tr>
<tr>
<td></td>
<td>idea(s)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Connection to the Book</strong></td>
<td>Random ideas</td>
<td>Ideas are somewhat connected to the</td>
<td>Uses examples from the</td>
</tr>
<tr>
<td></td>
<td></td>
<td>book</td>
<td>book</td>
</tr>
<tr>
<td><strong>Artwork</strong></td>
<td>Shows little effort</td>
<td>Acceptable work</td>
<td>Produces high quality,</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>creative work</td>
</tr>
<tr>
<td><strong>Use of Art Supplies</strong></td>
<td>Did not follow</td>
<td>Follows some directions</td>
<td>Follows directions all</td>
</tr>
<tr>
<td></td>
<td>directions</td>
<td></td>
<td>the time</td>
</tr>
<tr>
<td><strong>Completion</strong></td>
<td>Incomplete</td>
<td>Completes with satisfaction</td>
<td>Completes with details</td>
</tr>
</tbody>
</table>

Comments/observations:

☐ Student Teacher
☐ CT
☐ Other: _______________________________

______________________________________________________________________

______________________________________________________________________

______________________________________________________________________
UNIT III: Lesson 2

**Goals:**
1) Students understand the characteristics of good ASL storytelling with features such as incorporating facial expressions, eye gaze, using of classifiers, and role shifting.
2) After repeated readings, increase students’ ability to connect ASL with English.

**Standard:** Reading for Informational Text 6) Name the author and illustrator of a text and define the role of each in presenting ideas or information in a text.

**Content Objective:** Given teacher modeling and role-play, the students will demonstrate and role-play various roles in ASL storytelling as measured by teacher’s observations and ASL Development Scale rating.

**Language Objective:** Given teacher modeling and role-play, the students will perform various roles using ASL including ASL features as measured by teacher’s observations and ASL Development Scale rating.

**Formative Assessment:** Ask questions during the role-play after modeling for comprehension check. Observations and questions may include: Who is talking now (during role-shifting)? When I am looking up, who am I looking at? Show me how this character talks with this character. Are the students able to identify the story sequence?

**Summative Assessment:** Students will do several role-plays on various characters and roles in an ASL storytelling incorporating ASL features.

**Materials:** colored tapes, scissors, paper with a camera drawn on it, picture book, pre-cut masks of main characters and narrator of a book, colored sentence strips with characters’ name written on them, string, hole puncher

**Introduction:** 3 minutes
1. Ask students to look at the book cover quickly and point/identify/fingerspell the title and authors, illustrators.
2. Review characters with masks and “name tags.” Briefly identify roles of each.
Procedure: 10 minutes

1. Review facial expression, body language, eye gaze and more features on ASL storysigning poster.
2. Introduce “narrator” role. Explain the responsibilities of a story narrator. Dramatize the role with students.
3. Dramatize a role using the mask/name tag. Pick a beginning scenario in the book and ask volunteer to perform the action of a character shown in the book. Ask students to show us what the characters are doing, feeling, etc. Then add characters’ lines to the role-play; provide plenty of prompts during this process. Do one page at a time. Continue until each student had a turn.
4. Point to the tape on floor. Dramatize that the students need to stay on the tape. Show the paper with a drawing of a camera - to establish eye contact. Note: Good practice for upcoming filming lesson.
5. Select an adult to keep time of the role-play. Do a run through role-play of an entire story. Remind them of ASL features.

Closure: 3 minutes

1. Have students return the name tags and masks to the dramatic play area.
2. Return to the area. Ask students to show non-verbal expression if they enjoyed the activity. Take a mental note of their comments.

For students on target: Use combination of two or more roles (two or more characters) within a segment using role shifting and eye gaze.

For students in need of remediation: Provide one-on-one assistance with dramatizing the role(s). Provide prompts as much as needed. Use Total Physical Response to provide guidance through step by step process.

For students who need enrichment: Pair up a student with another student. Student dramatizes and allows the other student to imitate from him/her. Students copy each other will provide visual support for both.

- Variation on assigning roles: teacher assign then students rotate or students pick a role from a bowl.
# Rubric for Lesson 3.2

Student: _______________________________  Date: _____________________

<table>
<thead>
<tr>
<th>Role</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Role Play</td>
<td>Demonstrates no connection with its own role</td>
<td>Demonstrates with teacher support</td>
<td>Demonstrates confidence in its role; independent</td>
</tr>
<tr>
<td>Role Play</td>
<td>Pacing is unclear</td>
<td>Pacing is steady</td>
<td>Pacing is enthusiastic</td>
</tr>
<tr>
<td>ASL storytelling</td>
<td>Incorporates 1 or none</td>
<td>Incorporates 2-3</td>
<td>Incorporates all features</td>
</tr>
<tr>
<td>features</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Story sequence</td>
<td>Not present</td>
<td>Displays some knowledge</td>
<td>Knowledgable from beginning to end</td>
</tr>
</tbody>
</table>

Comments/observations:
- Student
- Teacher
- CT
- Other: ___________________________
  
  _______________________________________________________________________
  
  _______________________________________________________________________
  
  _______________________________________________________________________
UNIT III: Lesson 3

Goals:
1.) Understand the characteristics of good ASL storytelling with features such as incorporating facial expressions, eye gaze, using of classifiers, and role shifting.
2.) After repeated readings, increase students’ ability to connect ASL with English.
3.) Increase students’ confidence in their own ability to read so they can enjoy good books.

Standard: ELA/Writing 6.) With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

Content Objective: Given film equipments and actual filming experience, the students will produce a brief ASL storytelling film as measured by collaborative work and teacher’s observations (Rubric 3.3).

Language Objective: Given discussion and observations during the technology exploration, the students will use appropriate ASL storytelling features to connect ASL to English (vice versa) as measured by teacher’s observations.

Formative Assessment: Ask questions while the students are discussing during the technology exploration activity. Observe students’ comments. Keeping these questions in mind: Were they aware of their own role(s)? Did they make connection between ASL and English? Did they know the story sequence?

Summative Assessment: Students will produce a short ASL storysigning film with equipment provided in a large group.

Materials: camera, memory card, tripod, extension cords, mural, masking tape, laptop, chair, props (if needed)

Introduction: 5 minutes
1. Ask them if they are familiar with using camera or are willing to share a filming experience (i.e., family vacation, summer events, birthdays).
2. Briefly allow each student take turn look and feel the camera.
3. Show students the tripod, allow time for sharing.
4. Point to the paper on the tripod or below the camera. Remind students where to watch towards during filming.
**Procedure:** 15-20 minutes

*Note: teacher establish a large space for filming in classroom. Prepare to clear out a space to allow plenty of room for camera, tripod, cords, and actors & crew.*

1. Ask students to explain where they might need to stand or sit in front of the camera. Point to the tape. Fingerspell/sign TAPE, CAMERA, TRIPOD, etc.
2. Explain by turning on the camera is clicking an “on” button and each student will film its peer. The rest of the class, stays behind the camera (provide seating area for them to sit and observe.)
3. Teacher dramatize telling story in ASL (have another adult dramatize turning the camera on). *Note: pick a very brief scene. Emphasizing on eye contact on the camera, signing clearly, and using all ASL features.*
4. Do a quick review on ASL storysigning poster; remind students to use all the ASL features during the filming sequence.
5. Do a quick review on students’ assigned roles.
6. Allow students take turn filming each other, behind and in front of camera. *Note: do as many takes as necessary; helpful to have multiple variation for editing purpose. Allow students watch their takes to see what to improve on.*

**Closure:** 3 minutes

1. After finishing the activity, students sit in a circle, each student take turn sharing comments on this activity (try this: “describe the activity using only one word”).
2. Students evaluate activity using Student Self-Evaluation Rubric 3.3.

---

**Modifications**

- Provide additional one-on-one assistance with student with another adult or parent volunteer if needed. (i.e., CT, classroom aide)
- Do in student’s own pace.
- Extend this lesson to several days if necessary.
Rubric for Lesson 3.3

Student: _______________________________  Date: _______________________

<table>
<thead>
<tr>
<th>Role</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Portrays none of its role</td>
<td>Portrays its role clearly with teacher support</td>
<td>Portrays its role clearly and independently</td>
<td></td>
</tr>
<tr>
<td>Story sequence</td>
<td>Not present</td>
<td>Mostly follows</td>
<td>Throughout</td>
</tr>
<tr>
<td>Pace</td>
<td>Unclear; slow</td>
<td>Present</td>
<td>Purposeful; fast</td>
</tr>
<tr>
<td>Participation</td>
<td>No participation</td>
<td>Participates with effort</td>
<td>Consistent, attentive, with enthusiasm</td>
</tr>
</tbody>
</table>

Comments/observations:

☐ Student Teacher
☐ CT
☐ Other: ___________________________

______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
UNIT III: Lesson 4

**Goals:**
1.) Understand the characteristics of good ASL storytelling with features such as incorporating facial expressions, eye gaze, using of classifiers, and role shifting.
2) Increasing the depth of understanding after repeated readings and be able to connect ASL with English.

**Standard:** ELA/Writing 6.) With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

**Content Objective:** Given hands-on exploration with iMovie program and group discussion, the students will compose and organize film clips of their movie as measured by collaborative group work and teacher’s observations.

**Language Objective:** Given discussion and observations during the technology exploration, the students will use appropriate ASL storytelling features to organize the story as measured by teacher’s observations.

**Formative Assessment:** Ask questions while the students are discussing during the technology exploration activity. Observe students’ comments. Keeping these questions in mind: Do they make connection between ASL and English? Did the student organize film clips in sequential order?

**Summative Assessment:** Students will organize film clips through using of iMovie program in a small group to compose an ASL Storytelling DVD.

**Materials:** videocamera, memory card, Mac laptop with iMovie program installed, videoclips of students telling story (downloaded to the laptop & iMovie), Smartboard, white board, dry eraser markers

**Introduction:** 3 minutes
1. Allow students reflect and talk briefly with their partners of their filming experience during the previous lesson.
2. Remind what they need to do during think-pair-share activity.
3. After TPS, ask for volunteers to share comments.
Procedure: 15-20 minutes

1. Explain that students will see several clips of themselves on laptop or on the Smartboard.
2. Allow couple rounds of entire class observations of themselves telling story in ASL. Observe their reactions.
3. Briefly discuss on what they observed, what they liked/disliked from the film clips, share observations. List their comments together on board.
4. Teacher model a sample of film clipping on iMovie program. Model what students can do on laptop or on a Smartboard.
5. Allow each student to pick their own clip and edit by clipping certain frame until all had a turn.

*Note: editing experience should be positive experience for every student, not expecting a complete perfection. This experience allows an opportunity for young students to explore the technology aspect of the curriculum.*

Closure: 5 minutes

1. Give students time to debrief to each other in pairs on recent activity.
2. Sit in circle, each student take turn sharing comments on this activity (try: “describe the activity using only one word”).
3. Explain that we will have a viewing party to celebrate our work.

• One-on-one assistance with student if needed (i.e., CT, classroom aide).
• Adjust film into larger format for any visual needs.
• Do in student’s own pace.
• Lesson may extend more than one day.
• If smaller group does not work well, try for 5-minutes individual conference with student. This will allow student the time to experiment with editing and iMovie program and to reflect on the activity.
Rubric for Lesson 3.4

Student: _______________________________  Date: _____________________

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Observation</strong></td>
<td>Did not comment on others or themselves</td>
<td>Shares comments on few things</td>
<td>Gives productive feedback and ideas</td>
</tr>
<tr>
<td><strong>Story sequence</strong></td>
<td>Identifies none</td>
<td>Identifies minimum of two scenes</td>
<td>Identifies more than two scenes</td>
</tr>
<tr>
<td><strong>Technology Exploration</strong></td>
<td>None or very limited participation</td>
<td>Participates some</td>
<td>Explores the program independently</td>
</tr>
<tr>
<td><strong>Pacing</strong></td>
<td>Demonstrated no effort</td>
<td>Demonstrated some effort</td>
<td>Demonstrated plenty of effort</td>
</tr>
</tbody>
</table>

Comments/observations:

☐ Student Teacher
☐ CT
☐ Other: _______________________________

______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
UNIT IV: Lesson 1

Learning Target

Goal: After repeated readings, increase students’ ability to connect ASL with English.

Standard: ELA/Writing 1.) Use combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book.

Content Objective: Given teacher modeling and class letter, the students will compose a letter to their parents as measured by writing at least one sentence, with or without adult guidance.

Language Objective: Given teacher modeling and class letter, the students will sign ideas using ASL with ASL features as measured by teacher’s observations and documentations.

Assessment / Evidence

Formative Assessment: Ask questions during the class letter activity. Questions to keep in mind: Is the student’s comment on the topic? Does his/her comment(s) include ASL features? Is the student able to apply their prior knowledge of ASL storytelling and DVD making activities on the letter?

Summative Assessment: Students will compose or draw a letter to their parents by using at least two sentences by recalling the information from their experiences.

Learning Plan

Materials: large lined paper, sentence strips, easel, markers, tape, regular lined paper, pencils, crayons, pocket poster chart
Introduction: 3 minutes

1. Ask students to observe large lined paper in front of them (lined in a letter format). Initiate pair-sharing activity with students and have them to share their predictions of what the large lined paper is for with each other for 30 seconds.
2. Return to group, share observations.
3. Write the word “letter” on board. Point to it and sign, fingerspell. Students echo sign and finger spelling.
4. Briefly explain uses of a letter. Teacher dramatizes some examples of letters.

Procedure: 15 minutes

1. Explain to students that we will write a letter to our parents together. *Note: you can either use large lined poster or sentence strips. Students can organize sentence strips.*
2. With guidance, work on “Dear...” Explain to class on who we are writing to. Keep in mind of variety of family members to write the letter to (i.e., grandparents, dad).
3. With guidance, students brainstorm few things that we all want to say to our parents about ASL storysigning DVD project. Be sure to include that students want to watch their DVD with their parents at home.
4. Dictate students’ comments on large lined poster. Trace sentence and read in ASL. Point to any significant words (i.e., read, watch) and sign/fingerspell the word with the students.
5. Sign off the letter with their names. Explain briefly that letter has signature at the end so the parents know who the letter is from.

Closure: 5-10 minutes

1. Review the letter.
2. Hand out individual lined papers with large space (for sketching or drawing). Have students copy the letter in their own handwriting.
3. If time permits, students write their parents’ names and decorate envelopes.

School/Home Connection:
Interactive Parent/Student Homework:
Write separate note to parents, asking them to ask their child to read them the letter in ASL. Have the parents reply to the note by writing comments on the experience and their observations of the child reading the letter to them.
• Review expectations of pair-sharing activity.
• Provide letter in Spanish for some families.
• Sentence frames as a sample for letter writing activity.
• Put the sentence strips on poster with pockets where the students can interchange the sentences.
## Rubric for Lesson 4.1

**Student:** _____________________________  **Date:** __________________

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Brainstorming ideas for letter</strong></td>
<td>Contributes none</td>
<td>Contributes an idea</td>
<td>Contributes at least two ideas</td>
</tr>
<tr>
<td><strong>Letter designate</strong></td>
<td>Selects none</td>
<td>Selects an individual</td>
<td>Selects few individuals</td>
</tr>
<tr>
<td><strong>Following directions</strong></td>
<td>Did not follow directions</td>
<td>Follows some directions</td>
<td>Follows directions all the time</td>
</tr>
<tr>
<td><strong>Completion</strong></td>
<td>Incomplete</td>
<td>Completes letter</td>
<td>Completes letter and envelope</td>
</tr>
<tr>
<td><strong>Effort/Participation</strong></td>
<td>Inadequate</td>
<td>Limited</td>
<td>Consistent</td>
</tr>
</tbody>
</table>

**Comments/observations:**
- [ ] Student Teacher
- [ ] CT
- [ ] Other: ___________________________

______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
UNIT IV: Lesson 2

**Goal:** Encourage parents to use ASL at home to read with their child.

**Standard:** ELA: Speaking and Listening #4: Describe familiar people, places, things, and events and, with prompting and support, provide additional details.

**Content Objective:** Given ASL storysigning DVD and role-play, the students will dramatize steps on how to share DVD with parents as measured by teacher’s observations in large group discussion.

**Language Objective:** Given ASL storysigning DVD and modeling, the students will reflect on sequence of steps in ASL as measured by teacher’s observations.

**Assessment / Evidence**

**Formative Assessment:** Ask questions during the role-play to ensure that the students demonstrate an understanding of what they will do at home. Questions may include: Show me what you do with your mom or dad. Tell me how you can share a story with mom and dad and the DVD.

**Summative Assessment:** Students will participate in the role-play and explain what steps they can do with their family members at home with their own ASL storytelling DVD.

**Learning Plan**

**Materials:** ASL storysigning DVD, DVD player, TV, white board, markers

**Introduction:** 5 minutes

1. Ask students to remember who they wrote the letter to yesterday. Each student identify a family member that they want to watch their ASL storysigning DVD with.
2. List the family members on board. Point/sign/fingerspell family member names. Encourage students to echo after you.
Procedure: 10 minutes

Note: when possible, have a parent volunteer to do a role-play with you.
1. Ask students what can they do with DVD with their family member(s) at home. Allow 30 seconds for them to think about it independently.
2. Students brainstorm ideas on next steps for taking home DVD in large group.
3. Dramatize the scenario with a parent volunteer. Use the TV and DVD player to model the action. Be sure to keep it simple. Show each steps: giving the envelope to certain family member, plan a time to watch the DVD, sit on couch together and watch the video, make comments, retell the story, etc.
4. Ask volunteers to act out the scenario. Have the students practice the action in pairs or in small groups with a teacher acting as the family member.

Closure: 3 minutes

1. Briefly engage students in discussion about how they felt during the role-plays. Students share non-verbal communication with the activity. Take mental notes on their responses.
2. Review role play steps with students. Allow students lead the sequences independently.
3. Have them pick up their envelopes with letter and DVD enclosed and place them in their backpacks, ready to be taken home.

School/Home Connection:
Interactive Parent/Student Homework: Watch the DVD together at home. Talk about the story before, during, and after the DVD viewing activity. Ask parent to take note on any comments that their child made during the DVD viewing activity.

Modifications

- Use TPR to expand on vocabulary or role-play activity.
- Check in with each child before s/he goes home on what to do tonight with parents. Remind (in small groups) after centers and/or before the school dismissal.
# Rubric for Lesson 4.2

**Student:** _____________________________  **Date:** ______________________

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Role</strong></td>
<td>Identifies no role</td>
<td>Identifies one role</td>
<td>Identifies both roles</td>
</tr>
<tr>
<td><strong>Sharing idea</strong></td>
<td>Idea not relevant</td>
<td>Idea somewhat connected</td>
<td>Idea very relevant</td>
</tr>
<tr>
<td><strong>Role play</strong></td>
<td>No participation</td>
<td>Participates with some teacher support</td>
<td>Participates independently</td>
</tr>
<tr>
<td><strong>Pacing</strong></td>
<td>Unclear</td>
<td>Steady</td>
<td>Confident</td>
</tr>
<tr>
<td><strong>Use of ASL features</strong></td>
<td>Not present</td>
<td>Incorporates one feature</td>
<td>Incorporates at least two features</td>
</tr>
</tbody>
</table>

Comments/observations:

- [ ] Student Teacher
- [ ] CT
- [ ] Other: ___________________________

______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
UNIT IV: Lesson 3

Learning Target

Goal: Encourage parents to use ASL at home to read with their child.

Standard:
Writing/Text Types & Purposes:
3.) Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

Content Objective: Given ASL DVD and dialogue journal, the students will express personal opinion and experiences on sharing a story with parents as measured by drawing or writing a page in their own journal.

Language Objective: Given ASL DVD and dialogue journal, the students will share their thoughts with their parents through ASL as measured by parent-teacher observations and notes.

Assessment / Evidence

Formative Assessment: Engage a conversation with parents. Questions may include: Is your child actively engaged in DVD viewing? What was her/his responses during the viewing? Did s/he share any comments during the viewing?

Summative Assessment: Students will reflect their activity at home through journaling (writing and/or drawing) with some support from parents.

Learning Plan

Materials: DVD player at home, class created ASL storysigning DVD, dialogue journals, crayons, markers, pencils

Introduction: 3 minutes

1. Ask students to bring in their journals from previous unit. Set students in pairs for journal sharing. Give them 30 seconds each for sharing.
2. If time permits, ask volunteers to briefly share their previous journal entries.
Procedure: 10 minutes

1. Show students the paper that they will work on in their journal. Ask them what they see on the page. Have the students predict what the spaces and lines on the paper is used for.
2. With large replica of the journal page on white board, model the reflection of the DVD with the students. Mark the appropriate section in response to the given statements on the page of the journal.
3. Encourage students to draw in the empty space on top of the form on their reflection on the DVD viewing activity with their parents.
4. Model that students can tell their parents what their picture is about and parent can write what the student says under the picture.

Closure: 3 minutes

1. Students review the steps of what needed to be done with their parents at home.
2. Have them pack their own journal in their backpack to be taken home today.

School/Home Connection:
Interactive Parent/Student Homework:
Students and parents view ASL storysigning DVD together at home. Students draw or write in their journal on their experience. Parents give support and may dictate what their child says about the picture in their journal.

Modifications

• Attach iconic rubrics for students to circle and expand on then attach to the journal pages if necessary.
• Take pictures of each action step and print each, glue to the journal if student needs visual reference.
• Give families ample time to watch the video. Give several days if you can.
Rubric for Lesson 4.3

Student: _____________________________ Date: _______________________

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Responses</td>
<td>No response</td>
<td>Minimal responses</td>
<td>Very responsive</td>
</tr>
<tr>
<td>Journal topic</td>
<td>Not present</td>
<td>General</td>
<td>Narrowed</td>
</tr>
<tr>
<td>Connection to DVD</td>
<td>Not present</td>
<td>Limited</td>
<td>Clearly present</td>
</tr>
<tr>
<td>Picture</td>
<td>Random; irrelevant</td>
<td>Connects to some idea</td>
<td>Support idea fully; with details</td>
</tr>
</tbody>
</table>

Comments/observations:
☐ Student Teacher
☐ CT
☐ Other: ___________________________

______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
UNIT IV: Lesson 4

Learning Target

Goal: Increase students’ confident in their own ability to read so they can enjoy good books.

Standard: With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

Content Objective: Given modeling and dialogue journal entry, the students will report their journal to the class as measured by their drawing and/or writing in their own entry.

Language Objective: Given dramatization and dialogue journal, the students will share their experience of DVD viewing with the class as measured by teacher’s observation during show and tell activity.

Assessment / Evidence

Formative Assessment: Observe students during their presentation. Is the topic of the presentation relevant to its own experience of DVD viewing? What details did s/he include during sharing? Use Rubric 4.4 to take notes.

Summative Assessment: Students will engage in a “show-and-tell” on ASL Storysigning DVD viewing experience by sharing their journal entry and presenting the experience with their peers in a large group.

Learning Plan

Materials: pre-made poster board, tape, markers, sentence strips, ASL sign pictures, easel, laptop (optional)

Introduction: 3 minutes

1. Ask the students to take out their journal from their backpacks (or ask an aide to collect them all first thing in the morning upon their arrival).
2. Pile the journals by rug area. Review non-verbal communication gesture. Ask the students to demonstrate on their overall experience on DVD viewing at home by choosing one non-verbal gesture.
Procedure: 10-15 minutes

1. Dramatize “show and tell” activity by taking out a sample of journal entry.
2. Be sure to show and describe expectations of “show and tell”. Model by exhibiting drawing and writing entry on the page of the journal with group.
3. Have the students to read aloud the sentence(s). Describe the sketches.
4. Use ASL Storysigning poster for visual reference on how to share stories.
5. Ask volunteer to start the activity and continue until all students has a turn. Have the rubrics taken out and take notes during their presentation if suitable.
6. Provide prompts if student appears to be unsure on what to share. Questions may include: What did your parents think of the video? Did you watch the movie with your parents?

Closure: 5 minutes

1. Students complete Student-Teacher Conference Evaluation with teacher.
2. Wrap up the activity by asking students if they would like to make another DVD. Give them time to share their thoughts.

School/Home Connection:
Interactive Parent/Student Homework: Watch the DVD often at home together. Go to the local community library and borrow the same or another book, read the book in ASL.

Modifications

- Provide assistance if needed when reading aloud sentences in their journal.
- Model and give prompt as needed for the student-teacher conference evaluation.
- Provide prompts for individuals to assist them to expand on their experience.
# Rubric for Lesson 4.4

Student: ___________________________  Date: ________________

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Participation</strong></td>
<td>Not use time well</td>
<td>Participates most of the time</td>
<td>Uses time well</td>
</tr>
<tr>
<td><strong>Personal Experience</strong></td>
<td>Not present</td>
<td>Limited</td>
<td>Clearly present</td>
</tr>
<tr>
<td><strong>Presentation</strong></td>
<td>Not able to stand and share</td>
<td>Shows some effort with teacher support</td>
<td>Shares independently</td>
</tr>
<tr>
<td><strong>Use of ASL features</strong></td>
<td>Demonstrates none</td>
<td>Demonstrates minimal use</td>
<td>Demonstrates with clarity</td>
</tr>
</tbody>
</table>

Comments/observations:
- [ ] Student Teacher
- [ ] CT
- [ ] Other: ___________________________  
  
  ________________________________________________________________________
  ________________________________________________________________________
  ________________________________________________________________________
# Student Self-Evaluation on Filming

Name: ___________________          Date: _____________________

<table>
<thead>
<tr>
<th></th>
<th>Thumbs Up</th>
<th>Thumbs Down</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did you like filming?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did you feel that everyone shared responsibilities?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do you understand the story better?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Will you do it again?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Additional comments:

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
# Student-Teacher Conference: DVD

Name: ____________________________  Date: ________________

<table>
<thead>
<tr>
<th>How do you feel about the process? (picking story to final product: DVD)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you see the connection between ASL &amp; English?</td>
<td></td>
</tr>
<tr>
<td>Did the DVD project make you excited about reading?</td>
<td></td>
</tr>
<tr>
<td>Will you watch it again at home? With who?</td>
<td></td>
</tr>
<tr>
<td>Smiley</td>
<td>Neutral</td>
</tr>
<tr>
<td>--------</td>
<td>---------</td>
</tr>
<tr>
<td>Do you want to do it again? Explain why.</td>
<td></td>
</tr>
</tbody>
</table>

Additional comments:

______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
Appendix B

This is an archive of student work samples collected throughout the “Bridging Literacy at Home and Classroom Through ASL Storysigning DVD” curriculum during late spring of 2012.

(Top) Figure 13.1, 13.2: Role-shifting.
(Bottom) Figure 13.3, 13.4: Collaborative efforts.
From top clockwise; Figure 13.5, Figure 13.6, Figure 13.7, and Figure 13.8: Show and Tell.
Figure 13.9 and 13.10: Student’s letter to their parents.

Figure 13.11: OP’s Venn Diagram.
Figure 13.12: AB’s Venn Diagram.

Figure 13.13: Completed KWL Chart.