

UC San Diego

UC San Diego Electronic Theses and Dissertations

Title

Revitalizing Language Learning: Using Media for Visual Story Experiences

Permalink

<https://escholarship.org/uc/item/800572m8>

Author

Nichols, Jason

Publication Date

2018

Peer reviewed|Thesis/dissertation

UNIVERSITY OF CALIFORNIA SAN DIEGO

Revitalizing Language Learning: Using Media for Visual Story Experiences

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

in

Teaching and Learning: Bilingual Education (ASL-English)

by

Jason Christopher Nichols

Committee in charge:

Bobbie M. Allen, Chair
Chris Halter
Gabrielle Jones

2018

©

Jason Christopher Nichols, 2018

All rights reserved.

The thesis of Jason Christopher Nichols is approved, and it is acceptable in quality and form for publication on microfilm and electronically:

Chair

University of California San Diego

2018

Dedication

This thesis and my journey through it would not have been made possible without the love and support from my fellow educator and good friend Elena Mayer who inspired me to be the best teacher and ally to the deaf community that I could be. I want to also acknowledge my family who worked hard so that I could have the opportunity to be where I am today.

Also to all my previous teachers and mentors who made my education wonderful, thank you. It's because of you that I want to give future students an opportunity to an enjoyable and meaningful education.

Table of Contents

Signature Page	iii
Dedication.....	iv
Table of Contents.....	v
List of Figures	vi
ABSTRACT OF THESIS	vii
I. Introduction/Overview to Thesis.....	1
II. Justification of Need.....	6
III. Bilingual and Pedagogical Approach to Deaf Education	10
IV. Review of Existing Research.....	17
V. Key Learning Theories.....	21
VI. The Curriculum Design	26
VII. Evaluation Plan.....	29
VIII. Curriculum Implementation.....	31
IX. Results and Evaluation	97
X. Conclusion	111
References.....	114
Appendix A: The Curriculum.....	117
Appendix B.....	166

List of Figures

Figure 0. 1 ASL Scale of Development page 1.....	34
Figure 0. 2 ASL Scale of Development page 2.....	35
Figure 1.0 <i>Sign Language vs Spoken Language descriptions</i>	50
Figure 1. 1 Classifiers and their English descriptions.....	51
Figure 1. 2 Vocabulary Word Hunt Chart.....	61
Figure 1. 3 Cause and Effect Chart	69
Figure 1. 4 Story Elements for "The Three Ninja Pigs"	73
Figure 1. 5 Ideas for story elements.....	78
Figure 2.2 Writing about scenes from the story.....	98
Figure 2.3 JV writing sample for lesson 1.2.....	100
Figure 2.4 ET writing sample for lesson 1.2	101
Figure 2.9 JV writing sample from extra practice material	103
Figure 2.8 ET writing sample from extra practice materials	104
Figure 3.3b ET writing sample of story draft	105
Figure 3.7 Sample of ET story slide.....	106
Figure 2.5 Results of students' "Word Hunt" google form activity.....	107
Figure 3.6a JV writing sample	109

ABSTRACT OF THESIS

Revitalizing Language Learning: Using Media for Visual Story Experiences

By

Jason Christopher Nichols

Master of Arts in Teaching and Learning: Bilingual Education (ASL-English)

University of California San Diego, 2018

Professor Bobbie Allen, Chair

Technology use in education is a necessary feature in language and literacy learning for students. Student are engaged with technology on a day to day basis and teachers have integrated technology within their classroom to enhance learning opportunities. For deaf and hard of hearing students, the visual component of technology has provided accessible resources for visual learning that has greatly impacted these students' education in ways that have never been done before. This thesis puts forth a

curriculum that implements a specific kind of technology known as GIFs (Graphic Interchange Format) alongside a bilingual approach to education. GIFs are digital images that are animated and play on a loop. These GIFs are able to capture ASL in a whole form, rather than an image, and also show actions clearly for the visual learner.

An evaluation plan was carried out to collect data from teacher observations, student work, presentations, and student recorded media. These monitored student performance during the curriculum. The curriculum was evaluated to show that GIFs and media supported deaf students to develop vocabulary, make connections between English and ASL, use technology as a resource, and increase their engagement. The value and uses of GIFs in the classroom are still left wide open to be expanded upon by future educators and designers. Hopefully this thesis and the curriculum included sets up a foundation for others to improve upon and develop curricula that integrates new media and technology into bilingual deaf education.

I. Introduction/Overview to Thesis

Bilinguals are constantly developing their language proficiency as they progress through their lives in various contexts and environments. Bilingual education in the United States has been around for the past sixty years since the enactment of the Bilingual Education Act of 1968. Deaf/hard of hearing children who sign are in fact bilinguals that benefit from this type of education. Deaf individuals thrive in both ASL and English, the former being the natural and most accessible language, the latter being the language needed to interact with the majority of the population. This thesis puts forth a bilingual approach to learning and language development by integrating media that is meaningful and engaging for students. The curriculum aims to 1) foster students' vocabulary development in both American Sign Language (ASL) and English by using media such as GIFs, videos, and images, as a support for meaning in literal and figurative language: 2) empower students to use technology as a tool for checking their understanding of reading and writing: 3) provide opportunities to use strategies to think about and identify language equivalents in ASL and English and lastly 4) capitalize on deaf students' visual learning preference to enhance student engagement. In bilingual classrooms for deaf children, the primary language of instruction is ASL and they acquire the language naturally through interaction and discussions with their teacher and peers. ASL is used to foster strong connections and discussions about English print. It is this fluency and acquisition of ASL students acquire that further promotes opportunities to read, write, and develop their English literacy skills (Strong & Prinz, 1997).

This project's primary goal is to teach vocabulary and reading skills to deaf bilingual students using visual media such as videos, images, and GIFs and reading

practices that emphasize text analysis and comprehension, such as close reading. GIFs (Graphics Interchange Format) are moving pictures that play on a continuous loop. Unlike video, they are not played or paused, and unlike ordinary pictures, they do not display a single, still image. GIFs are popular among younger people and on the internet. By incorporating their interests of GIFs into their learning, students will benefit from an engaging approach to learning vocabulary with ASL in a complete form, rather than just a still image. While video can accomplish the same goal of recording complete ASL forms, GIFs are especially useful when focusing on specific vocabulary; they are short and repeat on their own to give a viewer repeated exposure without them needing to press play or pause.

Vocabulary development is a critical component of reading comprehension (NICHD, 2000). By using both English print and ASL to discuss concepts and meanings, deaf students will enhance their vocabulary and their comprehension when encountering new topics (Strong & Prinz, 1997; Humphries & Macdougall, 2000). In bilingual instruction, vocabulary learning has often been thought of as learning and using word to word translations without taking into consideration that, across languages, a set of words can be described with a single word, sign, or meaning in another language. An example here would be; the English phrase “Once upon a time” is conveyed with a single sign in ASL LONG-TIME-AGO. To learn vocabulary is to learn the meaning within the cultural and linguistic context in literacy. Teachers need to teach deaf children how to look for meaning that is constructed with combinations of words, not just of the individual words themselves. For deaf students who are still developing both ASL and English, idiomatic expressions and English phrases in stories can be difficult to comprehend, therefore

students would benefit from close reading to analyze text and monitor reading comprehension. Close reading involves reading through and often rereading parts of a text in order to analyze text structure, meaning, content, vocabulary, etc. Close reading allows students to focus on smaller parts of a whole in order to develop their understanding. This project is formatted to organize information into smaller comprehensible units, using GIFs and media as a support, and close reading as a method to develop reading comprehension.

This curriculum focuses on combining technology and bilingual learning strategies to foster language development with an emphasis on chunking meaningful units of language. Chunking is a method of grouping small units of information into fewer, but more packed units of information (Miller, 1956). The belief is that with limited working memory, people are not able to remember too many units of information, but we are able to recode the information we take in from numerous small units of information, to fewer large units of information, and therefore possibly able to take in more meaningful information altogether. When applied to language acquisition, we learn meanings in languages as chunks. For instance, children learn meanings and phrases without being aware of the smaller parts in these words/phrases. Children acquire phrases like “I want” before describing other people “wanting” because they have only learned the former phrase as a unit of meaning, not a combination of “I” and “want”. Even broken down further, words/signs are made of smaller units, phonemes, handshape, stress, etc., that we don’t think much about when we use a language.

The curriculum incorporates chunking to establish language equivalents that may be expressed with many units or words in one language, and less in another. An example

I will refer to often is the sign for “once upon a time” in ASL being a single sign, while the English expression is composed of four words. English has the smaller units of meaning that can be “chunked” into one wholesome unit in ASL. For the curriculum, students create signed GIFs in ASL that are labeled with an English phrase. This presents both the expanded English phrase and the condensed ASL equivalent.

The use of technology in the classroom grows increasingly important as the years go on and more students are raised in technologically rich environments connected by the internet. GIFs share cultural relevance to young internet users since they are often shared and used in social media. However, GIFs have not yet been widely used for educational purposes, despite the promising value they present in visual learning. Many things have changed over the years for teacher practices, philosophy, and tools. As we head into the future it is important that we continue to revitalize teaching methods with modern technology, and I believe GIFs are one technology that we can use to revitalize the way we approach teaching and learning in bilingual classrooms for deaf and hard of hearing children.

One free and accessible website, GIPHY, and its app GIPHY CAM, allows users to create GIFs from short recorded videos and also has a large archive of GIFs available on the site (including signed GIFs). Students will record signed GIFs of meaningful vocabulary and story elements to upload to our classroom website. The intention of this project is not only to help students learn vocabulary but to document and create a database that students can use as a reference and look up vocabulary covered in class. GIFs are easy to use and manage. While video is helpful, GIFs are more easily shared and manipulated than videos. They can be placed onto digital sites and documents just

like ordinary images. As such, it is easy to share the GIFs we make on a google site, a google classroom web page, slides, and documents.

The purpose of designing this curriculum is to develop vocabulary knowledge using chunking strategies and to enhance English decoding skills through close reading. ASL is the language of instruction, giving students a model for the language, and also the opportunities to discuss content using ASL.

II. Justification of Need.

The decision to involve GIFs in the classroom is based on the students' everyday experiences with technology and the internet. We as teachers should make use of this avenue to bridge connections and motivation. While there are many successful teaching practices that have already been established for deaf students, revisiting teaching practices to integrate them with newer and better technologies is a way of keeping up with our society's advancing mechanisms. Technology not only holds a functional purpose in society, but as time goes on, it become an important cultural feature for newer generations. I took much of what I had learned as a student teacher and applied technology that I saw as beneficial for today's students and their learning.

I've seen from my own experience that students become more engaged when they see themselves in a project. For example, a Language Experience Approach (LEA) uses a shared student experience to help develop language and literacy (Schleper, 2002). It is an extremely engaging strategy because of its student centered approach. An LEA experience can be any event, like a field trip, and can involve student discussion on where they want to go and what they want to see/learn. For deaf students, this involves the use of ASL to communicate and English to write down important things they are discussing or listing. The process of planning, visiting, and doing is documented through writing, drawing, video, photos, etc., so that these items can be referenced to later and ultimately made into a book(s) as a final product for students to revisit and explore independently. This process is engaging and also provides students with a context for the book they have helped to create, having already experienced the content for themselves. Digital LEAs are possible with videos and GIFs to make unique projects and

stories. When we invite students to create artifacts and materials that they feel a sense of ownership over, and then use these as tools for their learning, they become more engaged and more eager to complete a project from beginning to end. For this curriculum, such artifacts are student created media in the form of GIFs and slideshows. Student engagement is important for their learning and technology provides students with an outlet to create meaningful artifacts and see themselves through a learning process.

In my experience, I used GIFs in an ASL wall, similar to a word wall but constructed only with images of signs, with middle school students. Middle school students can be a challenging age group to engage. One day, my cooperating teacher and I decided to record the students' signs to make gifs. The students were pleasantly surprised with the new activity and eager to participate. Seeing a rush of motivation from the students and the excitement in their eyes is something that I'll never forget. This experience with middle school students really influenced me to use GIFs in my future teaching and motivated me to create a more structured and longer curriculum.

I emphasize the need for learning material and teacher practices that keep students attentive and engaged because of the effect it has on their learning. Engagement leads to motivation and that motivation drives students to learn. For the current generation of students, modern technology makes learning more accessible and interesting but also allows us to present deaf education in a vital way through signed media, whether it be images, videos, or GIFs. The accessibility of advanced technology with visual learning materials is a huge asset to deaf students. Students are adept internet users, making technology a cultural aspect of their lives. Media circulates through the internet and social media, allowing students to gain information in new ways. GIFs themselves are

held at the root of digital cultures and provide opportunities to show cultural knowledge and ideologies. Their usage online involve a participatory culture where one may recreate and share their own thoughts through the use of a GIF or meme (Miltner & Highfield, 2017). While some teachers may be a bit unfamiliar with these internet behaviors, it would prove beneficial to include these culturally relevant internet concepts into teaching. A big part of internet sharing and social media is the visibility one can achieve. I believe it is important for deaf and hard of hearing students to be exposed to media that makes ASL and deaf culture visible to those outside of their usual spheres. As such, providing them with opportunities to view and use GIFs, videos, and images will hopefully make them more versed in the media and produce knowledge and a visibility culture within deaf communities.

There is a high rate of illiteracy for deaf people and a correlation between their illiteracy and situations of unemployment, poverty, and poor health (Humphries et al., 2012). While illiteracy for many deaf individuals is a result of language deprivation, it serves as a reminder that in schools we must emphasize literacy for deaf students and keep them engaged in meaningful learning, rather than simply funneling them through the education system. The curriculum is designed to enhance students' bilingual proficiency and biliteracy. This involves developing vocabulary in both languages but also the ability to use and comprehend both languages effectively. With English reading, it is often the case that students may understand a direct translation of an English word to a sign. Complications arise for deaf students when English words combine to form phrases or idiomatic expressions where words may hold a different meaning than when they are isolated. Some examples are: "piece of cake", "put up with", "feeling blue",

“once upon a time”, “open-minded”, “was eaten”, “shower quickly”, etc. While all these phrases will not necessarily pose a challenge to all deaf students, they do present different complexities, whether it be idiomatic, figurative, phrasal, grammatical, etc., deaf students should be taught how to recognize such meanings and analyze what contextual information is present to make sense of what they are reading. When small complexities exist in a longer, more intricate sentence, a student may lose parts of meaning for what is being read.

Close reading (Frey & Fisher, 2013) provides a much needed interaction with decoding processes like identifying word parts, recognizing non-literal meanings, finding contextual information, and analyzing structures. It is a strategy that has become very vital to students education and is a major part of the Common Core Anchor Standards for Reading. Close reading helps students to identify challenging portions of the text, and is specifically used in the curriculum to find units of meaning for vocabulary development. These units can be words or phrases. Once these units of meaning have been identified and language equivalents between ASL and English established, GIFs are used to record these meanings. In essence, close reading is what is used when students have questions about the meanings of words/phrases in a text, and GIFs are what we use to actually solidify our answers and use as a reference for later. GIFs allow deaf students to view both the written English and signed versions of the text to help strengthen connections between the languages. This again, is a form of chunking meaning across the two languages. GIFs also allow us to focus on more subtle meaning differences that occur with intensity and adverbs, such as “hungry” vs. “starving” and “eat” vs “eat quickly”, and what those meanings look like in ASL, i.e. facial expression intensity.

III. Bilingual and Pedagogical Approach to Deaf Education

Deaf students are exposed to ASL and English and sometimes even a third or fourth language that is spoken in the home. The importance of understanding multilingualism is to make sure that we view a deaf/hard of hearing student's language development from a bilingual standpoint. Bilingualism has shown cognitive benefits such as increased attention and task-switching capabilities, and executive functioning abilities (Bialystok, 2001). Bilingualism also shows to be important across the age spectrum, helping younger children adjust to changing environments and lessening cognitive decline in older adults (Marian & Shook, 2012). With that in mind, we must value the opportunity of bilingualism available for this demographic of students. The research and practices to be discussed in this section will present arguments for why bilingual education is an essential approach when educating deaf and hard of hearing students.

Research

Ninety percent of deaf children are born to hearing parents whose top priority is for their child to acquire English as quickly as possible. However, a child's ability to learn English relies on their ability to make meaning from spoken language, with that said, although many deaf and hard of hearing children have hearing aids or cochlear implants, these devices do not guarantee English to be completely accessible for acquisition (Humphries et al., 2012). Not having full access to a language can lead to late acquisition which has adverse effects on one's language ability and future language learning (Mayberry, 2010). These effects include a compromised ability to process and understand language as well as negatively impacted reading development. The effect of

late first language acquisition emphasizes that children must be exposed to fully accessible language, and the research shows that the younger they receive language, the more fluently they will acquire that language. It is therefore imperative that deaf and hard of hearing children have access to sign language if they are to achieve linguistic competency in any language. Research shows that the strongest predictor of deaf children's literacy and English abilities, whether written or spoken, are shown by their ASL fluency (Strong & Prinz, 2000), more so than hearing related abilities like phonological coding and awareness (Mayberry et al., 2011).

More evidence that showcases deaf individuals' ability to learn both languages is by their ability to fingerspell. Fingerspelling is a feature of ASL where signers are able to spell out words using a manual alphabet, where a specific handshape corresponds to a specific letter. Deaf children acquire fingerspelled words as they would any sign. Does this mean that a child who acquires a fingerspelled sign understands spelling and the English language? The explanation for this is that there is a developmental path that deaf children go through with their ability to analyze the finer parts of fingerspelling. Initially, when young children are exposed to a fingerspelled word they do not see it as a combination of letters into a word, but rather a lexical unit, a sign with a specific meaning. They may produce the word as a few motions or shapes with their hand rather than a manually spelled word. As deaf children continue to develop their language, they begin to distinguish the individual parts that make up fingerspelled words in relation to the English language and alphabet (Padden, 2006). This is a phenomenon that Carol Padden describes as learning to fingerspell twice. This shows a natural progression from

meaning and understanding in ASL to literacy, spelling, and metalinguistic awareness in English.

Pedagogical

When we examine what practices benefit deaf students bilingual development, we need not look further than practices that occur in deaf homes, with deaf on deaf interactions between parent and child. One extremely notable feature in these deaf environments is the use of chaining. Chaining is the process of making connections between ASL, English, and meaning from text or objects. Chaining alternates between signing, fingerspelling, pointing to English text, and pointing to objects, in a varied order. For instance, while reading aloud to students, a teacher can read a passage, select a word from the text by pointing to it, for example, “cat”, then fingerspell C-A-T, provide the sign for CAT, point to a picture of the cat, and then fingerspell C-A-T again. There is no set order in which this needs to occur, however this has been a notable feature in deaf interactions that strengthen connections between ASL and English and help build meaning for vocabulary (Humphries & MacDougall, 2000). We see that this practice not only occurs in deaf homes but also occurs with greater frequency in residential deaf schools, which have a stronger deaf cultural identity, than mainstream schools (Humphries & MacDougall, 2000). This may imply that teachers in non-residential schools are not using this practice enough, or simply do not know about the practice itself, but because of its origin, it is a practice we must value and implement.

Students of all kind benefit from accessibility and engagement. This is achievable with teacher practices that are student centered. Students are very much able to learn from each other in order to develop language and content knowledge through peer

interaction. Practices like partner talks, chalk talks, and a variety of groupings and project based learning give students an opportunity to practice using language in an interactive and social way. Partner talks allow for discussion with peers and chalk talks are activities that involve only the use of writing to communicate or discuss. These strategies give more opportunities to experience spoken, written, and signed language in meaningful ways amongst different language levels in the classroom.

Lastly, deaf and hard of hearing students greatly benefit from social emotional learning (Lytle & Olivia, 2016). Social emotional development refers to the development of communication skills, self-esteem, self-control, emotional understanding, empathy, and other important areas of social maturity. Social emotional learning makes an effort to incorporate these skills into the learning environment inside the classroom. This is important for deaf students in particular since social emotional learning leads to improved language skills which also in turn supports further social emotional development. This type of learning provides rich interactions in the classroom amongst peers which help their social, emotional, linguistic, and academic learning. It becomes even more critical for those students that do not have access to the same input or socialization at home due to language barriers. Teachers of deaf students must make time for their students to grow socially and emotionally.

Sociocultural Evidence

From a sociocultural standpoint, children in the deaf community transcend simply being a minority group, but rather a group with different ethnic backgrounds, beliefs, and home cultures. While there is no common hearing culture aside from a suggested language use, deaf and hard of hearing communities have no “one” set culture. A deaf

child from a Mexican family may behave differently from a deaf child in an Indian family. With these different backgrounds come different funds of knowledge that can be tapped into to engage students in learning (González, 2005). Funds of knowledge may be the types of food they learn to cook from what they see in the home, what animals they are familiar with depending on what pets the family owns, or what kinds of literature or media they are familiar with, which can all be dictated by the culture present in one's home.

There is often a debate on one's cultural identity based on the medical perspective of deafness. This perspective reduces a deaf individual's identity to their degree of hearing loss or residual hearing. It is often the case that when deaf children are viewed only from a medical perspective, they are not given opportunities to interact with the culture, language, or community of the deaf. Doctors may urge parents to turn towards listening devices for their children, such as cochlear implants and hearing aids without providing adequate or accurate information on ASL acquisition and its effects on English development. While these devices can amplify what a child hears, they are not always a guarantee that deaf children will acquire English in their early years as a hearing child would (Humphries et al. 2012). Some deaf children struggle to obtain meaning from what they hear, and even when aided with listening devices, they continue to struggle in acquiring English through a focus on aural/oral development. These children may be pushed into attending oral education programs that stress listening and speaking, and ultimately struggle during this process because it is not an appropriate measure for them.

This is a moral and ethical issue in the deaf community. There is much research on the benefits of ASL for early language acquisition and English development (Humphries et al., 2012; Mayberry, 2010; Padden, 2006). Aside from the oral perspective, there is the belief that deaf children should be immersed in signing environments to acquire ASL and deaf cultural practices. Giving a child ASL and interactions with deaf peers allows them to develop linguistically and socially. This cultural view of deaf identify sees it wrong to deprive a deaf child of the most accessible language they can have, ASL, and their right to be a part of the deaf community.

Some deaf individuals may use a listening device such as hearing aids, cochlear implants, or bone conduction hearing aids. Some individuals speak, use their voice, talk clearly, some don't, or choose not to. We see distinctions between those who identify as deaf, hard of hearing, and Deaf with a capital D. Hard of hearing often refers to those individuals who use hearing and speech regularly, often with a hearing device; lowercase deaf refers to all those individuals with some form of hearing loss, and capital D Deaf is usually used by individuals who take pride in their identity as culturally Deaf individuals that are a part of the Deaf community. Each individual is able to identify with whatever description they feel is best.

As deaf individuals grow up, it is often the case that deaf students may feel a struggle with identity due to their language, hearing status, and family background. There is often a push for deaf students to assimilate into either a hearing or deaf world. This is difficult because young children do not have the autonomy to decide for themselves, even more so when they are faced with language delays. Families may prioritize the medical view of deafness and its solutions and may be afraid that giving

their children ASL will prevent them from learning English. They may also be afraid of sending their children to deaf schools where they live away from the family. Sometimes it's difficult to get accurate information when families are not native English speakers. The opposite side that advocates for Deaf identity sometimes pressures children and students to be *more* deaf. Those who are new to deaf programs or start using ASL later may feel outcast because of their signing ability or not being deaf enough. All these complications play a factor in a deaf individual's development and there are challenges that are faced even beyond early years of their life. All these factors can make it difficult to be confident in one's identity. What constructs an identity solely comes from an individual's perception of his/herself. When this self-perception is a result of inconsistent outside influences from others, a person may feel overwhelmed or unsure of themselves. They may even feel that they are less valuable than others or that there is something wrong with who they are. It is important that we as teachers establish classroom environments that give validity to all ways of being and provide bilingual learning and awareness. All students need to be empowered to have autonomy over who they are. Bilingual bicultural methods of education make it so that students may acculturate to both worlds when and however they choose to do so.

IV. Review of Existing Research

GIFs are a technology that has grown increasingly popular and more flexible in recent years. Due to its recent relevancy, there is little to no research done on how GIFs can be used in the classroom or their effect on cognitive development and learning. However, there are online teacher journals, blogs, organizations, and websites that can be found detailing experiences with GIFs in the classroom and their benefits. Some teachers have credited GIFs with making curriculum more engaging and entertaining for students (Bayfield, 2016) and some emphasize that GIFs are useful tools for delivering content in a flipped classroom approach, making the teacher less reliant on lecturing (Speranza, 2016). GIFs seem to be a growing topic in the fields of science and education, as more educational sites are featuring articles on examples of how they can be used, especially education sites with a focus on technology. Some such sites are STEM Learning (UK), and the International Society for Technology in Education (ISTE). YouGov (<https://today.yougov.com/?stay>) on behalf of Dictionary.com conducted a survey with 801 teachers to ask them about their views and use of social media in the classroom. 37% of the teachers reported that they had used memes, emojis, and/or GIFs in lessons (PRNewsWire, 2017, Aug 30).

The International Society for Technology in Education (ISTE) have set up standards in multiple domains for students to achieve competency in technology, not only in the way they use technology, but how they interact in a digitally connected world. ISTE continually works on newer approaches to teaching in the classroom such as project based learning, blended learning, and the flipped classroom model. Some recent articles from ISTE have described social media in the classroom as well as memes to get students

engaged and writing (Niehoff, 2017; Serano, 2018). ISTE themselves have put forth 7 standards for students to not only help them learn but also to enforce that learning should be student driven. The standards are listed as follows:

1. Empowered Learner

Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.

2. Digital Citizen

Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.

3. Knowledge Constructor

Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

4. Innovative Designer

Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.

5. Computational Thinker

Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.

6. Creative Communicator

Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

7. Global Collaborator

Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

(Source: <https://www.iste.org/standards/for-students>)

While not all of the standards are something that apply to this thesis, much of what ISTE has put forth demonstrates how we can teach about the use of technology. In particular, digital citizenship (2), knowledge constructor (3), and creative communicator (6) are all areas we may touch upon with the integration of media into this curriculum. While the focus will largely be on literacy, these standards provide a good foundation for how to integrate technology so that learning can be student driven.

Although ISTE has touched upon social media and memes, GIFs have not yet been given specific attention. However, there is some research that touches on how people respond to GIFs in particular. One study supports the idea previously mentioned about engagement, but has also gone a step further to note that GIFs are preferred over video and images for users of Tumblr (www.tumblr.com), a microblogging website (Bakhshi et al., 2016). By sifting through media on Tumblr, over 3.9 million posts, and interviewing 13 Tumblr users, the study found that “...the animation, lack of sound, immediacy of consumption, low bandwidth and minimal time demands, the storytelling capabilities and utility for expressing emotions were significant factors in making GIFs the most engaging content on Tumblr.” Another study has shown that GIFs are also rich in meaning and have varied interpretations depending on context and emotional content of the GIF (Jiang, Brubaker & Fiesler, 2017). The benefit that this could serve for education is that GIFs seem to be rich in content and engagement, they can be served to start discussions or describe emotions, feelings, actions, and more. It is also up for debate whether the increased engagement leads to better memory retention of this specific kind of media over others.

Another article touches on the polysemy, multiple meanings, of GIFs as well as their involvement in “digital culture” (Miltner & Highfield, 2017). GIFs nature of a looping sequence of images adds layers and meaning to it and even reinforces repeated viewings so that viewers may actually construct their understanding of what they are viewing. One of the very prominent feature of GIFs is that they are part of a participatory culture on the internet, meaning that they are used, shared, edited, and applied productively over many contexts by a diverse group of people. However, the GIFs that

are chosen and used by individuals give us some insight into their cultural understanding. If a person uses a GIF that features a celebrity, politician, cartoon, or other known individual, it can be assumed that the user is somewhat familiar with that person or icon. GIFs also present unique communication in that they can also visually embody a user's feelings or thoughts towards a specific situation or concept, something that cannot be done in the written format. Even more so, GIFs can augment or emphasize these affects in order to achieve a desired presentation, such as hyperbole, sarcasm, or humor. (Miltner & Highfield, 2017).

V. Key Learning Theories

Students in a bilingual setting have a heavy focus on language acquisition and one key learning theory about how individuals acquire language is Krashen's input hypothesis, also referred to as comprehensible input. This theory states that children acquire and develop language when they are exposed to a level that is slightly above their current language level that they are able to understand. "i+1", where "i" is the person's current language level and the "+1" referring to the next step in the person's acquisition is described as the desirable comprehensible input for learners, as anything greater than the "+1" is likely to lead to confusion or frustration, but anything less will not result in learning (Krashen, 1982). This theory emphasizes meaning making from contextual clues, guidance, and extra-linguistic information that can be tapped into for students to assign meaning to the structures and vocabulary that they are not as familiar with. In a bilingual deaf and hard of hearing (DHH) classroom, students have different sources from which to draw meaning from, whether it be their first and/or second languages, which can be ASL, English, or another language, or visual and contextual information in their environment. As such, visual information is essential so that deaf students may be able to map meaning onto the language that is being presented in the classroom. For many young children, manipulatives and tactile cues are also important in establishing meaning into language. With comprehensible input, the focus of teacher-student interactions will not be to *teach* language, but to provide language that is *comprehensible* and can be understood by the students. This in essence, is effective communication in action and lends itself to not only student-teacher interactions, but peer interactions among the students as well. Keeping the focus of comprehensible input away from

teaching about language means that educators must focus on *using* successful communication which inherently provides the next step in acquisition that we wish for our students to achieve, while aiming to avoid confusion and frustration.

Much like comprehensible input focuses on language that is a step above one's current language level and making it accessible, *Scaffolded Instruction* is a method that aims to bring students to their next level in learning through encouragement and support from a more well versed individual (Vygotsky 1978). While comprehensible input usually refers to language acquisition, Vygotsky put forth the concept that a student has 3 levels of ability; 1) things they can do independently, 2) things they can do with guidance, and 3) things they cannot do. The level of ability that a student can do with guidance is known as the Zone of Proximal Development (Vygotsky 1978). Students achieve learning in this area when a more capable or knowledgeable individual provides support for the student along their journey. Support can come from a teacher, parent, another adult, or even peers that are skilled in the domain in which they are learning. The form of support, called scaffolding, can be from either watching a someone model what is to be done, be given supports like visual aids, vocabulary definitions, additional resources, or even collaborative work in which one may fill in the gaps of knowledge another student may have. Similar to comprehensible input, the goal is to construct meaning from additional supports. With scaffolding, the end result is to have the student develop the next set of skills and to hopefully be able to do independently what they originally could not do alone. In a bilingual classroom setting, not only does scaffolding allow content and language to be more accessible, but it provides language opportunities that establish meaning and understanding, such as the use of interactive modeling and

peer collaboration. Interactive modeling is a process that engage student interactions with the teacher and other students in order to demonstrate a specific strategy, process or approach. It involves an adult or teacher modeling the desired behavior while thinking aloud while having students engage in discussion for the reasons behind the process. After the desired behavior has been modeled, a students repeat what is to be done, and model it to the class. This is scaffolding as it is modeled by a teacher first, to provide context and support, but gradually slips toward students doing the behavior on their own, all while having them think and discuss the process they are viewing. Students are able to better remember what is being modeled and receive instant feedback from the teacher (Wilson, 2012).

Peer collaboration is when students work together on a project or activity. The simple act of discussion and partner talks are a form of peer collaboration that give students the opportunity to communicate and use language to form their thoughts and understanding. Through these kinds of supports, students achieve learning and avoid frustration levels that lead to disengagement and confusion.

An argument that supports a bilingual approach is the idea of a common underlying proficiency across languages (Cummins 1984). Common underlying proficiency is this conceptual and metalinguistic knowledge we acquire from language. This includes information about the world around us and how we use language to interact with others. Language acquisition in one language sets up a foundation for language, knowledge, and cognition that can be applied to all languages a child will learn. While this is often seen in the view of sequential language acquisition, L1 then L2, DHH students acquire both ASL and English simultaneously. This model and the research that

has been discussed previously, show that a child can acquire a foundation for language from bilingual acquisition that will support cognitive and linguistic skills in both languages. This means that the languages themselves do not need to be separated in time slots for L1 teaching and L2 teaching, but rather that an integration and interdependence of both languages can develop conceptual knowledge and linguistic skills in both languages.

The idea of an additive bilingual approach is one that aims to “add” a second language to a child’s language acquisition without any expense to the first language. In essence, this becomes the model that is used in our DHH bilingual classrooms so that students can acquire both English and American Sign Language to develop a strong underlying proficiency that will bolster the acquisition of both languages and the student’s ability to be a functional, bilingual individual.

Lastly, the idea of intrinsic motivation is an extremely important factor in any student’s learning. The idea of intrinsic motivation is that students are not motivated by extrinsic factors such as rewards, recognition, or praise, but that students are inherently interested, eager, and wanting to learn. Self-determination theory states that in order for someone to motivate themselves to initiate and engage in a certain behavior, they must have 3 needs addressed, competence, autonomy, and relatedness (Deci & Ryan 1985). Competence refers to the ability to become skilled and/or knowledgeable in domain, as such students are more willing to participate when they feel that they can achieve. Autonomy is the feeling of being in control of one’s own actions, as such, students who do not feel forced into a course of action will be more motivated and engaged. Relatedness concerns a student’s want to interact with others and be connected to ideas.

This refers to students sharing their ideas on topics they feel related or connected to.

These 3 needs set up a basis for what intrinsic motivation in the classroom looks like.

Students will benefit from education that allows them choice and provides them with the

support they need to succeed. Students benefit greatly from a culturally relevant

pedagogy that draws in prior knowledge and experiences for them to feel relevant and

related to content (Ladson-Billings, 1995). With these factors, students are more likely to

engage in learning of their own will and not due to external rewarding factors.

VI. The Curriculum Design

The curriculum focuses on incorporating technology into student learning as a support for bilingual development. The technology used in the curriculum revolves around media, such as video, images, and GIFs, as well as ways that we can use media on digital platforms, e.g. digital slides, documents, and websites. Technology is incredibly important in young students' lives; they interact with it every day. Technology also has been continuously beneficial as a means for making content more accessible in different ways. It is evident that we must take into considerations the tools available for students in their learning. With it, we can provide students opportunities to use these tools and foster technological literacy as well as independence in their learning.

The curriculum gradually shifts the use of media from a passive viewing support to using technology as a tool that the students use independently. The curriculum is specifically designed for a bilingual classroom where ASL is the language of instruction and English is used in reading and writing. As such, technology and media will primarily function as a tool in supporting the development of both ASL and English.

The tools of the curriculum can be implemented across different content areas, but the focus of this curriculum is centered on literacy and vocabulary development. Story reading and storytelling are two skills that will be emphasized in the curriculum as a way to engage students in language and vocabulary development. Media will provide a support for meaning when engaging with text from a book, but also model language equivalents in ASL and English by providing signs in the form of a GIF with an English label. Applications on computers and tablets are used to create GIFs from a short recording of an individual signing, then there is an option to add text directly on to the

GIF or to leave it blank. This is particularly useful in the case of a classroom setting where we can create vocabulary GIFs specific to our classroom's content.

The curriculum follows a gradual release of responsibility as an integral learning theory that brings students to higher levels of thinking as they progress through it. While we start off with reading a story that is led by the teacher, students will become more independent in their learning as we transition to talking about the specific story, to discussing the elements of a story, to students beginning to create their own story elements and ultimately their own story to tell to the class. Media provides vocabulary support for students in the reading phase. They will then be able to make their own media, i.e. GIFs, to establish important vocabulary for their learning. These GIFs are collected on classroom Google site that only the students may access. This will allow them to refer back to relevant vocabulary and its forms in both English and ASL should they come across a word which they are unsure of, or if they need to check that they are using the correct word or sign. In the end, students use these tools as a way to create and present their own unique story.

The story in particular, "A Bad Case of Stripes", was selected to meet the standards for my placement, a third grade classroom at a deaf residential school. The book was selected to be easily understandable by 3rd graders at an instructional reading level, but it will still pose a challenge to read independently. Because students will be empowered and supported through the class activities, independent reading will be attainable. The text itself is full of rich imagery that give ample opportunity to use ASL and tools of the language, such as classifiers, to describe what is going on in the story.

This gives not only a meaningful connection to English through the printed text of the story, but also a rich content for students to use and develop ASL skills.

Lastly, an important factor in the development of this curriculum is engagement. To make sure students are engaged means that the curriculum must be accessible and fun for them. Accessibility occurs in not only making content comprehensible, but allowing students to make achievements at their level. As such, a low floor, high ceiling approach allows students to easily access the content, but provide them flexibility to be creative and make something that is uniquely from them.

VII. Evaluation Plan

The curriculum needed to be evaluated to see if the goals had been met. The goals involve not only student understanding, but their use of technology and their engagement. I chose to implement an evaluation plan that would show the progress and satisfaction of the curriculum goals with appropriate evidence. The success of the curriculum is evaluated through the collection of evidence from 5 domains: field observation notes, student work rubrics and checklists, student artifacts, and a language log. The following is a list of items included in the evaluation plan:

1. Field notes
2. Language Log
3. Rubrics
4. Checklists
5. Student Artifacts
 - a) Posters
 - b) Worksheets
 - c) Recordings of presentations
 - d) Digitally created slides and presentations
 - e) Student created GIFs and Classroom Dictionary

To understand if the curriculum has met the goals set forth, students need to be observed in formative and summative assessments that show us their vocabulary development and usage, as well as their use of technology as a support to learning language and content.

The field observation notes were composed of teacher observations during the lesson and reflections of the lesson after it has been taught. This allows more in depth detail of student performance and how well they participated in individual work, group discussions, and projects. This allowed me to gauge student learning on a more

individual level and observe what was difficult and easy for students to understand, what parts they enjoyed, and what areas we may need to revisit to reinforce understanding.

Each project is accompanied by a rubric for students to follow so that they will know what is required of them for their work. The rubrics were passed out with a more kid-friendly checklist that guides students throughout the different requirements on the rubrics, but allows them to check off what they have already completed/added for their work and see what they have yet to complete/add.

Student created different artifacts throughout the curriculum and these artifacts provided great insight to students' vocabulary development and content knowledge. Students made posters, filled out worksheets, recorded their signing, created GIFs, made a digital slideshow, and presented many of these things to the class. Along with rubrics and observation notes, their work provided insight to how they navigated through lessons, what points they were able to hit and any they missed (rubric), as well as extra information to how and why they performed the way they did (field notes). Through the use of student artifacts mentioned above, I was able to see what knowledge the students retained and how well they were able to apply what they know.

An additional piece of evidence that will be included is a language log for targeted vocabulary that is used throughout the curriculum. This language log includes columns under each students' name to mark when students have used the vocabulary independently in discussion. This log demonstrates how students were using the vocabulary to communicate with classmates and the teacher and provides documentation as to whether students are truly able to use the vocabulary appropriately in context on their own.

VIII. Curriculum Implementation

Classroom and School Site Information

I implemented my curriculum at a public bilingual ASL/English residential school that provides services for Early Childhood Education (ECE), Parent Infant Program (PIP) elementary, middle, and high school deaf students. The school has around 350-400 students enrolled yearly. The demographics of the school are made up of a large Hispanic/Latino group of students which makes up about half the students at the school, followed by White, then Black, and other ethnicities. The school heavily values both ASL and English to establish a positive environment where “Language and learning thrive!” They have signs posted around the campus that encourage everyone to sign while on campus. The school also provides housing for some students in order for them to live on campus.

I implemented my curriculum in a 3rd grade classroom with 6 students. The classroom was set up so that students were free to choose the arrangement of their desks. I had seen them change their arrangement from scattered desks to a U-shape alignment. Students desks are located in the rear portion of the classroom and there were two tables in the front part of the classroom that create a T-shape for when whole group activities were conducted closer to the front board and projector. My student’s ages ranged from 8-9 and were of White, Latino, and mixed backgrounds. Two students, AZ and ET, had hearing parents while the rest had Deaf parents or Deaf families entirely. Those with Deaf parents have ASL as their first language. AZ has had some access to spoken English as his primary language by the use of hearing aids, ET has had more limited

access to spoken English through hearing aids and has been mainstreamed up until a few months prior to my time at the school.

The schedule of the classroom was broken up by prep time, lunch, and recess. The usual schedule which occurred Monday through Thursday was: language arts/morning work for the first hour of class, 8:00 am - 9:00 am, the next hour being P.E. and teacher prep time at 9:00 - 10:00, followed by an additional hour and 30 minutes of language arts, 10:00-11:30. Lunch is from 11:30 - 12:20, followed by math until 1:30, then recess from 1:30-1:50, intervention time from 1:50 - 2:20, and a Career Technology Education (CTE) course until the end of the day, dismissal being at 3:09. Intervention time is a set time for students to work on homework assignments and CTE was a course that rotates instructors and curriculum around the school year, touching on subjects like robotics and coding during my time there. The curriculum was implemented during the usual Language Arts times, either 8:00 - 9:00 am or 10:00 -11:30 am.

My cooperating teacher (CT) was a hearing woman who had been working in deaf education for 25+ years. She was reasonably strict and had high expectations for students' academics and behavior. She had 2 usual aides that come in to assist, one of which is hearing and is in charge of going over homework, and the other usually doing a one-on-one reading with a student during language arts. My CT strongly believed in bilingual development and made sure that connections to English were made while instructing in ASL. Although most students were slightly below grade level, she had implemented grade level curriculum in math and language arts. The language arts curriculum was set up to have vocabulary words for meaning and words for spelling which was a feature that students were accustomed to and received homework for

reading, vocabulary, and spelling. During class time, students often rotated between two or three literacy centers, such as independent reading, partner reading, vocabulary work, spelling work, writing (which sometimes involved research). A unit was often centered on a story which is begun with a read aloud to the class. My CT made sure to pay attention to student engagement and attention level, being wary of over-lecturing or any activity that required too much attention for too long. The students were set up to be comfortable with mistakes and my CT fostered independence by encouraging students to grapple with information and think rather than rely on adults for answers. She showed great patience and faith in her students' ability to understand material. Students received work that was fairly challenging, but they learned to use what they know to put their best work forward. My CT was very aware of each student's preferences, needs, and also their home lives. She took all these into account, but still holds them to a high standard for respect, behavior, and work ethic.

Student Profiles

For each student I will be referring to the ASL Scale of Development to describe their ASL proficiency.

ASL SCALE OF DEVELOPMENT					
	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
Progression of Academic and Social Language Development	<p>The student is observant of language being modeled in the environment. She/he can imitate actions and facial expressions.</p> <p>Can use gesture to communicate or can physically demonstrate behaviors (e.g., show the action of falling by pretending to fall)</p> <p>Can use facial expressions to clarify meaning (e.g., head nods and smiling).</p> <p>Is beginning to maintain eye contact with adults or peers, but is not consistent.</p> <p>Recognizes some signs as representing objects in immediate environment.</p>	<p>The student demonstrates more confidence using ASL but still prefers to converse one-on-one with peers or teacher.</p> <p>Will inquire about meaning of signs or words that are not understood.</p> <p>Can use basic ASL to communicate needs and share feelings. Can use gestures when words are not readily available.</p> <p>Can retell, ask and answer simple questions, and summarize.</p> <p>Eye gaze is longer and more purposeful.</p>	<p>The student is increasingly confident speaking in front of group or participating in class discussions.</p> <p>Can discuss academic ideas such as main points of a story or a science or history project.</p> <p>Able to analyze, explain, describe and define using content-related vocabulary.</p> <p>More use of eye gaze when following conversational turns.</p>	<p>The student is much more comfortable and confident in sharing ideas or information in front of the class.</p> <p>More fluent in following the conversation of two or more people. Can respond to questions with details.</p> <p>Consistently comprehends general meanings, and demonstrates understanding of nuances and implied meanings expressed by body language, facial expressions or words.</p> <p>Starts to engage in ASL sign play by manipulating signs within ASL lexicon rules or other kinds of inventive sign play (e.g., can create slang or jokes).</p>	<p>Can carry a conversation or classroom discussion without difficulty.</p> <p>Code switches to match the ASL skills of other deaf students, teacher, or hearing people.</p> <p>Able to decipher general and implied meaning including idiomatic, figurative language</p> <p>Able to adapt language to formal and casual registers depending on audience and purpose.</p> <p>Has no difficulty with academic language of the classroom. Able to discuss and understand abstract ideas.</p>
Questions	<p>Expresses what she/he wants by shaking his/her head, and sometimes responding to questions and simple commands with "yes" or "no".</p>	<p>Uses appropriate facial expressions with eyebrows when asking wh- or yes/no questions. Can respond to simple "wh-" questions (e.g., who, what, where, why).</p>	<p>Asks and responds to more type of questions that include signing (e.g., FOR-FOR?", "HOW?", WHEN?" or "WHICH?" using appropriate facial expressions.</p>	<p>Asks bracketed questions, i.e., starting and ending a question with wh-question.</p>	<p>Able to ask any questions fluently and properly.</p>
Syntax	<p>Uses simple or basic single word signs and use sometimes combination of two to three signs to make a sentence or phrase based on needs or wants. (e.g., MY NAME (fs), HE PLAY, ME HUNGRY EAT).</p>	<p>Start to use ASL sentence structure including different combinations of subject, verb, object and location (e.g., LSOV-home (?), MOM JUICE DRINK).</p>	<p>Begins to use more complex sentence structures such as rhetorical questions and topicalization (e.g., MY FAVORITE SUBJECT? SCIENCE. DRESS RED) but not always in correct word order or facial expression.</p>	<p>Uses conditionals, facial adverbials (if—then statements), rhetorical comment (e.g., WHY? I LIKE IT.), and topicalization with consistent accuracy.</p> <p>Able to uses topic continuation (i.e., holding the topic on one hand and continuing to sign the comment on other hand).</p>	<p>Able to do all the sentence structures mentioned on the left with ease.</p>
Verbs	<p>Uses plain verbs consistently. (e.g., DRINK, TASTE, PLAY, UNDERSTAND).</p> <p>Uses noun-verb pairs (e.g., DOOR/CLOSE-DOOR, AIRPLANE/FLY).</p>	<p>Demonstrates emerging use of subject-verb agreement (e.g., directional: I-BEAT-HIM, CALL-HER, GIVE-ME); geographical: (e.g., FLY-TO, MOVE-THERE); reciprocal: (e.g., KISS, AGREE).</p>	<p>Capable of using spatial subject-verb agreement (e.g., YOU-GIVE-ME, HE-ASKS-HER).</p> <p>Shows verb inflection for temporal aspect (e.g., READ, READ-QUICKLY, READ-A-LONG-TIME).</p>	<p>Continues to show development of intensity (COMFORTABLE, SERIOUS, LONG TIME), manner, (TIPTOE/STOMPS) and temporal aspects in including number and distribution with verbs (e.g., ASK, ASK AGAIN; ASK MANY PEOPLE AT DIFFERENT TIMES; ASK A GROUP OF PEOPLE).</p>	<p>Uses verb with wide register depending on situation.</p>

Figure 0. 1 ASL Scale of Development page 1

Classifiers	Demonstrates emerging use of classifiers to describe basic objects (e.g., DCL:C- ball, or DCL:B- box).	Uses instrument classifiers (e.g., PULL-OUT; ZIP-UP; TURN-ON-TV). Uses more locative classifier to show relationship with other objects (e.g., LCL: 1- pencil, on desk LCL: B). Starts to use classifier manner of verb (e.g., "3" car move up and down, person "1" walking by).	Uses descriptive classifiers to describe nouns, including color, size, shape, and quality (e.g., hairstyle, body type, size, texture).	Continues to use descriptive classifiers to show intensity for noun-size, shape, texture, and quality (e.g., LIGHT, BRIGHT; ROAD, BUMPY). Show number and location through plural spatial classifiers (e.g., two people walking, people seated in a circle; line of people; books in row).	Uses classifiers with ease without being conscious about it.
Pronoun	Use of index finger to point at self, people, objects or places in present environment (gestural/ nonlinguistic).	Uses both personal and possessive pronouns with HS "1" or "5" (linguistic).	Uses reflective pronouns with HS- "A" (yourself, myself, himself).	Can analyze and/or compare and contrast two items/person/stories (using appropriate placement in space).	Can describe a situation involving more than two items/person/stories
Formal Expressive Skills (Storytelling or Presentation)	While storytelling or talking, can talk about what is in the immediate environment. Can point to pictures or talk about events that happened in the here and now. Copies actions or facial expressions of others.	During storytelling or retelling a story, uses a little or no role shifting and placements of characters. Tends to place characters in the same place. No clear sequence of time. Can talk about past and things that are not present, but still needs to act it out or use objects to demonstrate past events.	Begins to place points in space for characters. Exhibits role play, but body shifting, eye-gaze and facial expressions aren't consistent. Also, doesn't always use the time sequence accurately. Can talk about past and things that are not present without acting it out (e.g., actually falling to the ground).	Use of role play, role shift, grammatical facial expressions, and eye gaze are more consistent. Able to talk abstractly about people or things that aren't present. Can use referencing more accurately. More consistently able to sequence objects, give step-by-step instructions or clearly explain the order of events.	Character placement (spatial referencing) and identification are clear. The signer takes on various characters' perspectives.
Fingerspelled Words	Responds to her/his fingerspelled name and can use name signs and signs of others.	Demonstrates emergent use of fully fingerspelled words including short words, name of person or place. Uses fingerspelled English words to ask for a sign translation.	Includes: fingerspelled words in conversation, but may not always understand fingerspelled words. Increasingly will fingerspell English words for sign translation.	Understands fingerspelled words and fingerspells fluently.	Fingerspelled words become lexical signs. (i.e. "what" "back" "ok" "early")
Cultural Behavior	Starts to respond to attention-getting techniques (e.g., tapping on shoulder, waving a hand in his/her field of vision, flashing lights).	Can appropriately get others' attention and readily responds to attention-getting methods (e.g., tapping on shoulder, stomping on floor, or waving hands). Begins to seek out and enjoy ASL literary forms (e.g., ASL storytelling and ABC stories).	More appropriate use of attention-getting techniques (e.g., asking someone to tap another person because they are beyond his/her reach). Begins to express his/her own literary forms (e.g., ASL storytelling or ABC stories).	More sensitive to communication needs of others (e.g., moving so others can see, giving full attention, and making appropriate responses to indicate understanding). Continues to enjoy and express literary forms.	Can re-cap or summarize for someone if he/she has missed something because they were absent or out of visual field. Capable of explaining in different ways if not understood at first.

[University of California, San Diego](http://www.asl.ucsd.edu/)

Figure 0. 2 ASL Scale of Development page 2

BT: Age 9, Hispanic/Latina and White

BT is very social and communicates well with peers and adults. She has deaf parents and is a native signer of ASL. She has had full language access since birth and her ASL proficiency would fall under *Early Advanced* in most domains. She communicates

fluently but does not present the same level of vocabulary as some other students and she does sometimes forget details. She struggles with English reading comprehension, but is very vibrant while she is reading in that she enjoys using facial expressions and body movements to make the story engaging. She reads below grade level and often needs clarification for texts. Her writing is understandable about 80% of the time. She writes full sentences that include “to be” verbs but in the wrong form. BT also includes words that seem to not fit into her writing, but are likely part of a larger idea that is not clear. BT does not use spoken English, but uses her voice to get the attention of others. She is very independent and presumably does her homework independently as her parents are not fully fluent in English (according to my CT) and may not be able to read the English homework for her. BT is very good with arts and crafts materials. She often makes creative birthday cards for other students aside from simple folded cards such as making envelopes from construction paper and then putting small messages or gifts inside.

AZ: Age 9 , White

AZ is one of the two hard of hearing students. He uses voice with other HOH students and hearing adults to get their attention or for exclamations. I’ve only heard his spoken English on a handful of occasions, but his speech was intelligible. He is social and enjoys hanging with his classmates. AZ is from a hearing family and is not a native signer; his ASL often follows a more English structure and is expressed in shorter segments than some of his peers. His ASL proficiency would fall under the intermediate level, with some domains in early intermediate, and some skills such as fingerspelling in the early advanced stage. He shows to have a good comprehension of English, reading

only slightly below grade level. AZ demonstrates good understanding of English phrases. When he is able to focus, AZ can write independently while following a good English grammar structure. He has been diagnosed with ADHD and takes medication for it. Because of this, he requires prompting and a lot of refocusing in order to focus his attention. His parents' goal for him is to continue his academic progress and improve his focus when working.

JV: Age 8, Hispanic/Latino

JV is a profoundly deaf student from a deaf family. He is a native signer, but has a noticeably smaller vocabulary, both in ASL and English, than his peers from deaf families. This may or not be a result of repeated absences from school. He has 4 older siblings, 1 brother and 3 sisters. His ASL proficiency lies at the early advanced stage for most domains. He reads below grade level and has a tendency to choose non-fiction informational texts to read. His writing is often unclear and not always legible. He misses verbs and subjects sometimes which makes his sentences incomplete. He does not consistently add spacing between words making his writing even harder to read. This student often has emotional ups and downs which my cooperating teacher believes is a result of factors that exist outside of the school. My cooperating teacher has known this family for many years and taught each student in the family, JV being the youngest currently until his mother who is pregnant gives birth to a new baby. He is very eager when he feels he is able to accomplish something and thrives on positive reinforcement. He gets along with the other boys very well and likes to be active. He works well individually but can be a bit controlling in groups as far as materials go. His strengths lie

in the STEM field. His mother has described him as being a “momma’s boy” and that he often hangs around her when she is cooking. He appears to be very family oriented.

GV: Age 8, Hispanic and White

GV is one of the top students in the class. She is thoughtful, enjoys reading, and is quite mature for her age. She is very active in discussion, open to answering questions, and tries her best to articulate and explain what she is thinking. She is from a deaf family and has 2 older brothers, one of which is currently at Gallaudet. She is very fluent in ASL, at an advanced level on the ASL scale, and has good recognition of familiar vocabulary we discuss in class. Her English vocabulary is good, but she often still lacks confidence in her spelling and writing. Her parents want her to improve with language arts, especially reading. The CT suspects that she may have some learning disability that affects her reading comprehension as, even though she is one of the higher performing students, with her background and family support, she should be meeting her goals at a higher level. She is reading slightly below grade level. Her writing contains all the necessary components for intelligible writing, including subjects, verbs, and understandable structures with a few grammar mistakes and missing words, such as transition words or conjunctions. Her family is very much into sports, as her father is a sports coach. Both parents work at the school. She participates in volleyball after school.

ET: Age 9, Hispanic/Latina

ET is the newest student to come into this particular classroom. She is from a hearing family and has been mainstreamed in a school with an interpreter but had no other deaf

peers. She is quite independent in her reading and writing. She reads at a beginning third grade level, and writes full sentences and paragraphs with detailed information. Her vocabulary is quite large in English, but smaller in ASL. ET is reserved and doesn't always express herself clearly or confidently in ASL. Her ASL fluency would be at an intermediate level, expressively, but my cooperating teacher believes she understands much more than she can produce. My cooperating teacher thinks this is a result of her only real communication coming via interpretation, and that she is still learning to adjust to social deaf norms. She does well with reading, is very skilled at drawing, and is able to complete all work assigned to her. She is the only other student to use hearing aids consistently. She uses her voice to communicate to AZ and other individuals who use their hearing. Her speech is mostly intelligible but similarly to her ASL, her clarity suffers from her shyness. She is extremely skilled in drawing, technology, games, and using the internet.

MC: Age 9, White

MC enjoys reading books independently and prefers to work alone. She gets along well with AZ and they are often very playful together. She has deaf parents, two older sisters that are hearing, and a younger deaf sister who attends the school in a kindergarten classroom. She is the most expressive and linguistically advanced ASL user in the class. She often uses a variety of ASL structures and features such as rhetorical questions, conjunctions, and repeated motions for emphasis, which her classmates rarely or never use. When reading out loud she will rephrase or add additional gestures and classifiers to her signing to emphasize the meaning of the text. She reads at about grade level. MC

has a great English vocabulary including phrases that are expressed with a non-literal word to sign translation. She shows great awareness that meanings can be translated in different ways across languages. Her parents want her to improve MAP scores as they have noticed a score drop in last year. She is being evaluated for clinical depression and receives counseling when requested/needed. She has test anxiety that affects her performance, an example being that she sometimes forgets multiplication facts when anxious during a test. She is but can also be one of the most defiant students who will refuse to work and challenge a teacher's authority.

Preparing Curriculum

To prepare for the curriculum I needed to find out about the technology available both in the classroom and the programs/applications students have access to. Students had iPads that they use in the classroom that came with preset applications including Microsoft Office. Students did not have google accounts as they are tied to emails and the school views this as a liability. Although students have Microsoft office on their iPads, not every grade and classroom has an account. As such, it was a special request to ask that my students may be given access to Microsoft PowerPoint for the purpose of a making a slideshow for a story they would write. Unfortunately, this could not be set up with our time constraints and I resulted to using google slides on my own account.

The curriculum provided opportunities for students to record themselves in order to produce media they would later use, and as such I needed to make sure that policy would allow for students to record themselves on my own device rather than theirs, since they are not able to add any additional software. I used an app called GIPHY CAM to

create GIFs. This was approved and I sent home parent authorization forms weeks prior to beginning the curriculum so that their child would be able to record GIFs and have them posted on our classroom dictionary. The classroom dictionary itself was a site made through Google Sites and I needed to make sure it was accessible on the school's network as well as each students' iPad. Thankfully everything was accessible and I did not require any special permissions to access this or give my students access to it on their iPad. Materials used for the curriculum included the book, "A Bad Case of Stripes" as well as several simple worksheets which I had created myself and others found online.

Implementation:

Day 1; May 7th, 2018 – Lesson 1.1

I opened up the lesson with informing the students that we would be starting a new story to focus on for the week. Several students responded that our focus wall was blank and that we needed to put in new vocabulary words. The focus wall is part of the board that displays vocabulary, spelling words, the genre of text we are reading, writing focus, and a reading skill focus, all taken from the language arts curriculum; it is unique for each story/excerpt from the language arts book. I informed the students, much to their surprise, that the new story would not be from their language arts book.

I brought students to the two front tables of the classroom, formed into an L shape. They sat where they pleased and after getting their attention I showed them the cover for "AZ Bad Case of Stripes" by David Shannon. JV was the first to say that he "knows" the story to which I had him clarify; he stated that he remembers it from kindergarten. I asked the other students who else had seen the book before. Three

students, JV, G, and M, confidently raised their hand. ET raised her hand after seeing the other students raise their hand, to which the other students questioned if she actually knew the story. ET had only joined the school in December of 2017, and when asked by the other students she retracted her hand. Through some discussion amongst students, it seemed to be that 3 students confidently remembered some of the story from a previous experience, 2 students (ET and A) are new to the story, and one student BT did not remember the story, although 3 of her classmates were sure that she had seen it before.

To find out students' prior knowledge, I asked the students to describe the cover of the book. Students who were familiar with the book provided details on events that happened in the book, such as the main character going through several changes in appearance and getting sick. These were details that weren't presented in any particular order, but just as students remembered them. They didn't mention anything about the theme or resolution of the book. For example, JV went on to mention beans, which play a major role in the story and I asked him to focus on just the cover, since there were other students who were not familiar with the story. JV did then mention the thermometer in the characters mouth on the cover, to which I related to students experiences, asking them to share if they have ever been sick and had a thermometer in their mouth. MC and GV also mentioned her being sick and changing appearance throughout the story. AZ and ET mentioned her appearance being stripes, AZ was the only student to mention that she was holding a cup on the cover.

Before reading the story to them, we went over new vocabulary. Some of the students were eager for the usual routine of looking over vocabulary flashcards and adding them to the focus wall. I informed them that we were going to do things a little

differently. I pulled up a google doc with the 8 initial vocabulary words typed out in English. The words were hyperlinked to the classroom dictionary page featuring the ASL GIF relating to that word. I asked students if they knew what any of the words meant, to which GV and MC identified the “beans” in “lima beans.” I told them good job. I started with the first word, “bacteria,” by clicking on it and displaying the website page with a GIF of the fingerspelled word and an image of a bacteria cell. I asked students if they knew what the image was, waited, and then provided information about the word. I described bacteria as something very small that you can’t see, and if it gets inside you it makes you sick. I made sure to point out that bacteria have little tails that could be seen in the image (this would be relevant to the story later on). The class went over the rest of the vocabulary.

To stimulate prior knowledge and provide a conceptual foundation before reading the text, I did a picture walk of the book to get them to think about the events of the book and make predictions for those who had not yet read the story. Those that had seen the story before seemed to be trying to piece the events of the story together from what they remember.

For each picture, I modeled how to respond to the image, i.e. describing what the character looks like and how they felt. When students commented on the page I had them answer questions, restate, and/or clarify what they said. I showed the first page of the book and acted astonished for Camilla not yet being sick with the stripes. I ask students to describe how Camilla looks and feels. GV and BT mention that she doesn’t like her clothes because her facial expression looks unhappy. The next image students mention the doctor that is visible and that Camilla’s tongue is striped. It was apparent that JV and

GV remembered the story the best and had much to talk about from what they recalled. GV mentioned one image from the picture walk, describing the scene of a news crew outside of Camilla's house and commenting that they were there to see Camilla and were banging on the door. JV mentioned the climax of the story where the old woman gives Camilla lima beans and that returns her to normal. Thankfully, students did not latch on too much to his comment and were still open to listening to the story as I would tell it.

Afterward, I read the story out loud, projecting the text and picture using the doc camera. We took time to make a few predictions throughout the reading. Asking them what happens after the first page, 5 out of 6 students predicted the main character would be affected with stripes, based on the front cover. One interesting point was when we arrived to a portion of the story where Camilla was transformed into a giant pill, BT mentioned how Camilla was now "medicine" but JV corrected her by saying more specifically that she was a "pill" and fingerspelled P-I-L-L to her, independently.

After the story finished the students were broken off into centers. One center focused on adverb worksheet to complete a previous lesson, and the other center was to practice writing about a scene from the book using the vocabulary words. Two groups were formed and our aide arrived to the classroom. I had not thought of a responsibility for our classroom aide to take over, so I told her that I didn't need the extra help, and she left. I told the kids that they could find the vocabulary on the website I used by typing it into their iPad. I wrote down the site address on a whiteboard, sites.google.com/ucsd.edu/asldictionary, but because it is quite lengthy I ended up helping the students to type in the address. As I was doing this, the independent group

that went to work on the adverb worksheet began asking for help. I ended up going back and forth between the two groups in order to assist both of them.

One group had B, E, and M, and the other had JV, G, and A. I had the latter group work with me first.

Reflection:

With respect to feedback from my supervisor, I realize there are a few things that I could add to the lesson in order to form a more cohesive learning activity. One addition would be to provide a few students with the opportunity to summarize what happened in the book for the purpose of checking their comprehension of the story. This would provide a clearer closure to the read aloud. One more strategy that would benefit students would have been to emphasize the differences between ASL and English that was present in the dictionary, i.e. ASL being shown in the GIFs as signs or fingerspelling, and that the printed words were English. She also recommended printing out the vocabulary to put on our vocabulary wall. Having the vocabulary GIFs on their iPads was accessible enough that students could have it when they needed it for work, but my CT urged me to have printed out images and words as well. After class I did just that and added the vocabulary words to our wall.

One of the major points made to me by my cooperating teacher was my dismissal of assistance from our classroom aide. Although I had not taken into account our aide during planning, she would have been very helpful in aiding students in the adverb worksheet and helping to guide them through the directions. Another important point I learned was to be sure that the center activities are designed for students based on their

ability to do it independently. While I believed the students had the knowledge to complete the work for adverbs, I failed to review and model the directions so that they could work independently.

This lesson objective was to introduce the story and the vocabulary related to it. The objective for students was to understand the story and vocabulary. They were to show their understanding by writing about a scene from the story and drawing picture. The classroom ASL/English dictionary became a resourceful strategy to help students internalize the signed, fingerspelled and written form for the rest of the unit. The vocabulary goal was to maximize media resources to capitalize on students' visual learning preference to enhance student engagement. Students made connections with the new vocabulary during the read aloud. On several occasions, I prompted them to think about the vocabulary words when looking at objects in the story. Many of them were already familiar with beans and tried their best to fingerspell L-I-M-A. When asking students what the "virus" balls and "bacteria" tails were in an image, they tried their best to fingerspell the two vocabulary words. BT was confused about which was which.

As a side note, during the frontloading of these two vocabulary words, students understood the similar meaning of both words "virus" and "bacteria" as something that can make you sick, but were confused to why the different images were used to describe the concept. I did not explain the more technical details of what makes bacteria and viruses different, (such as how a virus needs a host, bacteria doesn't) and settled on differentiating meaning by explaining the shapes, spherical for virus, oblong for bacteria, present in the sample images. It may prove to be useful to use some example of washing our hands to kill bacteria, and covering our mouth so we don't catch or spread a virus.

One instance in particular happened when the students who were familiar with the story believed a scene to depict the main character, Camilla, to have been turned into a gumball machine with gumballs seen on her face, when in fact, she had been transformed into a giant pill with pills all over her face. Some students who were familiar with the story were expecting the “gumball” appearance, but when I asked them if they were certain about her appearance they took time and looked again. JV noticed that she wasn’t a gumball machine, and fingerspelled P-I-L-L independently, without prompting or assistance. Another student, BT described her as medicine, but JV insisted that she wasn’t just medicine, but more specifically a PILL, to which BT fingerspelled P-I-L-L back to JV.

Students met the objective as they showed understanding of the story by making predictions, asking meaningful questions, and recalling a part of the story on their worksheets. However, their work on their worksheets was not a clear indication of remembering events of the story since they used the book to write sentences and mostly copied down sentences from the book. Due to time constraints, students did not have time to add drawings to their writing. Their discussions with each other and their work also showed they were using the vocabulary we introduced. I decided on a few things that would improve my lesson. One addition would be to print out a sheet or card with the website address for each student to keep so that they can access the classroom dictionary on their own, both in the classroom and at home. Secondly, making sure centers are truly independent activities, or modeling/reviewing if it is needed for students to do the center independently.

Day 2; May 8th, 2018 – Lesson 1.2

As part of the curriculum, students had a part in the ASL dictionary they use for vocabulary and record GIFs to be added to it. In the morning I split students up into two groups. The group that joined me reviewed their homework assignment, which involved reading a few modified copies of text from the book. They answered comprehension questions in their reading logs (something already established in the class by my CT prior to my time in the classroom) and they also were to write 3 new words from the text that we would review. It is in this morning group that we reviewed words that students wrote down so that we could record GIFs and add them to the dictionary. However, since identifying “3 new words” was a new task for the students, not all of them wrote something down. Thankfully there were enough words from other students to have a short list for us to look at the words in the text, discuss its meaning, and then record a sign for it. I explained to the students again the purpose for the words was so that we could discuss and record them as GIFs. I know that they were excited to record themselves and emphasized that without writing down new words we would not have anything to record. I modeled reading the text and identifying a word that I was unsure about, then writing it down. The students were very excited to record and it also provided good opportunity for students to discuss the best way to sign a concept. ET is a rather shy student who has a very small and reserved signing style that is not always clear, but in this activity I noticed several other students modeling a clearer way to sign and doing so in a positive and constructive way. With two groups we recorded a total of 8 new signs to include in our classroom dictionary.

The lesson began with students coming to the front tables and they sat where they wanted. BT was absent, so we had a total of 5 students. I wrote on the board “ASL” and “English” with a space in between. I asked students what the words meant. MC was the first to identify English and signed it. The other students identified ASL. To find out students prior knowledge and linguistic awareness, I asked students if ASL and English were the same or different. MC explained that English is for writing and ASL is for signing. To encourage students to think about language and ASL and English as separate languages, I asked students to give me more details about each language. As they provided information I wrote short notes under either ASL or English. Students described ASL as signed, using hands and eyes. English was written and also uses voice and hearing. GV mentioned that some “other” writing looks different. She tried writing something on the board and it became apparent she was referring to characters in Asian writing systems and even gave the sign for JAPAN. Students agreed that ASL does not have writing. Since we started mentioning other language and countries I wrote some of them down next to English. I told students that ASL is used here in American but other countries use something different. MC mentioned south America. I wrote LSM on the board and asked students if they knew what or where LSM was from, some of them giving names of states, before I told them that it was for Mexican Sign Language.

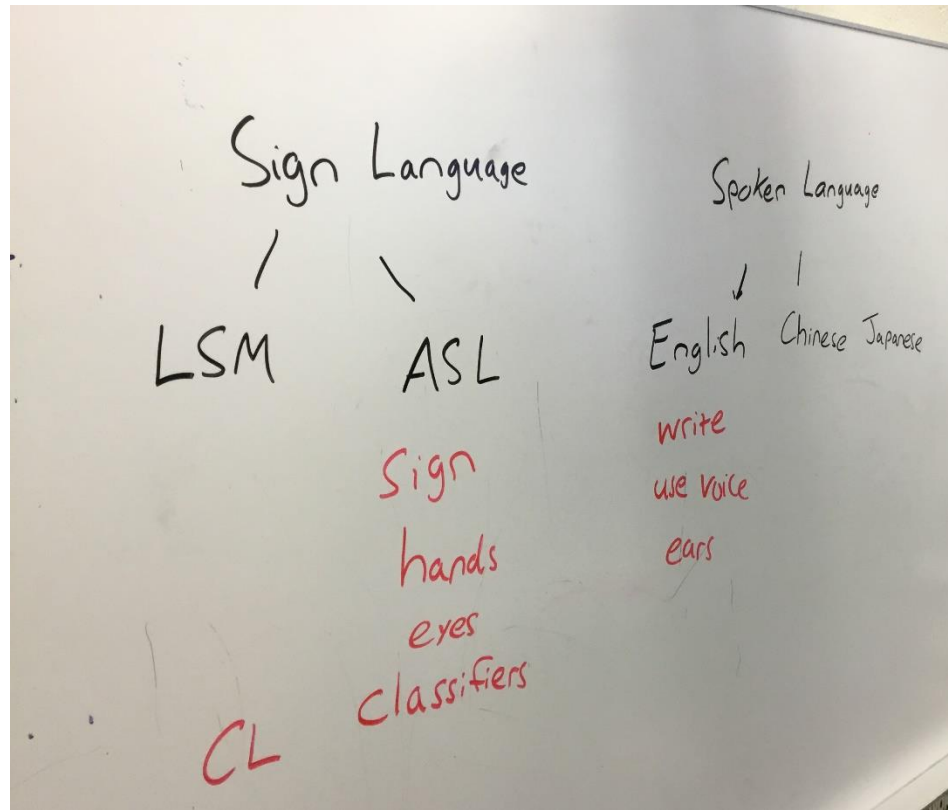


Figure 1.0 *Sign Language vs Spoken Language descriptions*

My goal was to have students think about the parts of sign language and spoken language and not so much the different languages, so I brought back my attention to ASL. I asked students if they knew something else ASL has that English doesn't have. They gave no response so I mentioned what we would be focusing on for the rest of the lesson, which was classifiers. I fingerspelled the word and wrote it on the board and "CL" next to it. I told them the abbreviation was just "CL." Students did not confirm that they knew what this was. I explained to them what classifiers were and provided examples, such as the 4 handshape (CL: 4) and told her that it could represent stripes or checkers, and water dripping. I provided the 3 handshape to describe a car moving. MC said that these were numbers and I agreed. I informed students that classifiers represent

something depending on the situation. I then told them of the language objective for the rest of the lesson, that we would be focusing on classifiers to describe Camilla's appearance in the story.

I erased the board and started a new list. I wrote "CL:" and asked students what Camilla looked like on the cover. Several students said striped and I asked them to look at their hand. MC mouthed "four! Four!" The rest of the students held up the number 4. I wrote 4 on the board as CL:4 and then wrote the classifier was referring to in English next to it, "stripes". I said we are going to go through the story and talk about what happened and describe her appearance. I told them we would not discuss every page of the book so that they should not be concerned with skipping a page.

A photograph of a whiteboard with handwritten notes in red and black ink. The board is divided into two columns by a horizontal line. The left column is headed 'ASL' and the right column is headed 'English'. The notes are as follows:

ASL	English
CL: 4	Stripes, checkers
CL: 1	Thermometer, swirls, bacteria tails
CL: C	Stars
CL: F	polka dots
CL: 5	fat, virus ball

At the bottom right of the board, the phrase "looks like" is written in black ink.

Figure 1. 1 Classifiers and their English descriptions, "looks like" was written on the board for spelling assistance as requested by several students

I went through different scenes from the book focusing on two things, explaining what happened, and asking students what Camilla looks like. I'd have students discuss in groups of 2 and 3, before sharing out to the class. As students described her appearance I listed classifiers they used in their description and provided the English description for her appearance. After 2 rounds of discussion I had students move seats around so that they could have different discussion partners.

After the picture walk was finished I explained to students what their center activity would be. Showing them the worksheet, I modeled selecting an image cut out to place onto the worksheet, and I had students break off into centers, 2 stayed with me and 3 went to finish an unrelated writing project from a previous story about dinosaurs. I had the classroom aide assist the students who were working on these projects.

I instructed students in my group that to cut out the images and place them in order for what happened in the book, just as I had modeled for them. I also informed them that they would write about these scenes. While they cut out their images I was also able to help the students working on their project making sure they had access to the website they needed in order to complete their work. I came back to the table to see that JV was finished cutting out his images and ET was being very precise about her cuts. I told JV to place his images and he began doing so right away. I provided the students with a copy of the book to help them remember what happened in the book. JV noticed that some of the images from the book were not being used to which I informed him he was correct. As I walked back and forth between groups checking their progress I noticed ET was getting distracted by loose materials, such as leftover paper which she began cutting with scissors. I needed to refocus her to her work multiple times as well as

remind JV that he needed to write some information about the scenes and that some words were already on the board for Camilla's appearance. After rotating, I made sure that students were aware that they did not have all the images from the book and that they could use the words on the board to help write sentence descriptions.

Reflection:

My cooperating teacher gave me a few feedback notes on some interactions I had with the students, one in particular who is still not at the same expressive level of language as the other students. She told me to keep in mind, that especially with students like ET, that sometimes what they say may not be clear, but there is a good chance that they have an idea that is related to the content, but may have trouble articulating it. My cooperating teacher emphasized the importance of having students clarify what they are saying, that the teacher needs to build off of what the students says, and that we must try hard to not discount students for being wrong or "off" the mark, as this will lead to less input from them in the future from the fear of being wrong.

Another recommendation my CT made to me was to make sure that students are always sitting in view for lecturing and that I do not have my back to a certain section of the students. This had occurred at the beginning of my lesson, since two tables were placed next to each other to form a long straight line, however, when I addressed the more talkative end I had my back to the other side of the table where a student was. I noticed this after a few discussions with the students and asked them to move the tables to be in more of a V-shape so that they could see each other's signing and so that I would have a better view of all the children. (The tables had been left this way because of the

previous day where we had combined two third grade classes for a social studies lesson and had not moved the tables back to their usual L-shape). This serves as a reminder to have the room ready for lessons prior to starting it.

One last bit of advice I got from my CT was to model individual center work to the whole group before breaking it off into centers. I had briefly described the directions verbally, but did not model. This is something that I took into account for future lessons.

Upon my own reflection I realized that students would have benefitted from me modeling how to do the new homework task of identifying 3 new words and including them in their reading journal, as some understood and some did not. There was a section labeled in their reading journal for this, and those who did not write anything did not understand or did not remember what to do. However during our recording of the new words in the morning, I emphasized that it was these entries in their journals that allowed us to have words to film for, and then without them they would not get a chance to record. It also helped that the students who did understand and included new words explained to their classmates what to do for the homework.

I had originally wanted to present different classifiers through GIFs on slides, however, the GIFs I had originally made would not load and thus became unusable. I had not noticed this problem soon enough to fix it and instead wrote down different classifiers on the board as we discussed them as a class. Although ultimately students were able to come up with classifiers for the story on their own and I was able to identify some English words for what the classifiers represented, I would have liked to incorporate GIFs of classifiers as a model for them. I feel that GIFs and images would assist in students' understanding of what a classifier is and differentiating it from a sign.

The objective of the lesson was to have students describe events in the story using classifiers and retell using English. The students had a lot of input on their descriptions of the story and the character's appearance. They successfully retold the story on their worksheets and used accurate English descriptions

Day 3, May 9th, 2018 – Lesson 1.3

As with the previous lesson, our morning class session was planned around 2 rotating groups. One group focused on recording GIFs for vocabulary from student's reading homework. The other for students to use "Reading Counts," a reading program on their iPads that includes comprehension questions for selected books; students read books they get from the school library and then take a quiz on the book when they feel they are ready. Wednesdays are one of the 2 days in which we have speech. For the first hour, 8:00 am - 9:00 am, 2 students (ET and A) leave for the first 25 minutes for speech, and then 2 more students (MC and B) leave for the next 25 minutes. This means that there are two students (JV and G) who do not leave the classroom at all. Additionally, we have a morning meeting with the third grade classroom next door at around 8:10. On this day, BT and MC showed up late and our morning meeting went on a bit longer than usual. This meant that by the time we finished morning meeting and came back to our classroom it was nearly time for BT and MC to head to speech. Because of this I had JV and GV continue their "Reading Counts" until the other students, ET and AZ came back from speech. When they returned I had all 4 students come to the front tables to go over vocabulary they included in their homework. I noticed that now all the students had included words in their reading log, meaning they had a better understanding after the

discussion and modeling from the previous morning. Once again, they were very excited to record. MC and BT came back before P.E. time to which I gave them each a chance to go over a word. They were both energetic in their return from speech, knowing they would leave for P.E. soon. I explained to them that they needed to focus on what we were doing if they wanted to get a chance to record. MC followed the process, choosing a word, fingerspelling it, looking at the sentence in the book for the word, discussing the meaning, and then finally recording for it. BT however was much more distracted by the other students and was unable to stay on task. Because of this I informed her that we had run out of time and that she might have more time later to record but that she needed to pay attention to what we were doing. I had students line up for P.E.

After P.E. the students came into the classroom and I informed them that today we were going to look at one part of the book and try to figure out what the words mean. I pulled up the book on the overhead and read the paragraph discussing the different professionals that visited Camilla attempting to cure her illness. I asked students about these words after I finished reading aloud the paragraph and asked them if they knew what any of them meant. I gave them a hint by asking if they were people, places, or things. I was met with silence to which I responded to students by telling them that they were different people with different jobs. I reassured the students that we were going to find out the meanings together.

I told students that we would be using our iPads today to do something very different. I emphasized the importance of following directions because they would miss things if they did not pay attention. I had students grab their iPads and log in with their password. I then had them swipe up on their iPads to bring up the control center. To

make sure to each student had followed the directions before I moved on to the next step, I walked around and assisted students. I directed students to then turn on their airdrop, making sure the icon was blue. I drew the symbol on the board to aide students with what the icon looked like. Afterwards I sent them a link from my iPad that led to the google forms page that they would use for the lesson. Each student needed to click accept to which I told them to do so and wrote the word accept on the board. JV accidentally clicked before I had told him what to do and I needed to connect to his iPad again to airdrop the link. This was a bit of a problem since I had to do find his iPad again among the other students' and all the iPad's had a code name with many letters and numbers. I eventually got the link back to him and all students were able to access the form.

I explained what to do at the first screen which had students enter in their name. I displayed my iPad on the overhead to show them what was going on on my screen. After they entered their name the first word appeared with several images. I modeled the process of what students would do, look at the word, opening up a new tab, and typing in the word to look at google images. I made sure to do this in a similar step by step process to have students on the same page. I showed the page of google images for the word "psychologist" and asked students what they saw. I wrote on a chart paper the word "psychologist" and jotted down some student descriptions. GV said that she saw two people and one was helping the other. MC said they were chatting. I pointed out the clipboard and GV said that they wrote things down. I explained how one person was listening to the other person express a problem and that the psychologist listened, took notes, and gave advice on how to fix some problems. I showed them that after they had

looked through the google images, they were to select the image (1 out of 4) on their google form that best matched what they had googled. I MC and BT were very vocal about identifying which one was which. BT came up to the board to point out which image was one that she had seen, a habit she often has. I told her thank you, but next time to tell me instead of coming up to the board, as I don't want students getting out of their chairs to come up to the board without being asked. I told them to select the image of the psychologist, and to click submit. The next word "herbalist" came up, and I used interactive modeling to have a volunteer come up and explain what to do. MC volunteered to come up and I asked the class what she was supposed to do. Some students tried guessing which picture it was right away. MC pointed to the word and fingerspelled it, I confirmed that was our word but what were we supposed to do with it? MC and JV signed TYPE and I asked them where. I made sure to get all of the students' attention to remind them to use the "new tab" button and then I had MC type in the word. I wrote the word on the chart under "psychologist" so that MC could type it in the search bar. I asked them where to go next. MC led the modeling by clicking on images. We then again discussed as a class what the images were. Students pointed out plants, flowers, and growing things. I wrote down these as notes and informed students that herbalists are people who make medicines and teas from plants. I added that information to the chart. Continued to ask the class what to do next and had MC model it for them; she went back to the google form tab and select the image that matched what had just we seen. Some students had trouble finding the tab for google forms to which I assisted them and emphasized to the whole class to read and look for "Word Hunt" in the tab.

I told students that this is what we would be doing in one of our centers. I told them their other center would be for vocabulary cards, which is something I implemented for this lesson because students were already familiar with it from their usual Language Arts curriculum. These vocabulary cards involved students creating a sentence with their vocabulary words and including an image. I included 2 new words from our morning recordings that students had not yet seen on the classroom dictionary. I explained to them what they were to do, without modeling it myself, since they were very familiar with this work. I told them that the other group doing the word/image hunt would be with me. I split students into groups, JV, ET, and MC started with me, AZ, GV, and BT worked on their vocabulary cards.

The first group sat down at the front tables as I began writing the remainder of the words they were to search for. Having the words on the chart paper helped students so that they would not need to switch between tabs on their iPads to check their spelling. I explained again that they needed to type in the next word “allergist” and look at what they see. They went I assisted JV and MC in doing so but ET began to go on independently. I asked students to explain what they saw. JV signed doctor and MC signed cold as in being sick. I asked them to look at the word allergist and wrote allergy next to it. MC recognized the word and signed allergy. I explained to them that the doctor was for allergies. I wrote some of their comments on the chart next to the word along with the word allergy. ET payed attention but then asked if she could go on by herself to which I said she definitely could and congratulated her for understanding what to do. JV and MC began to become more independent in the process and did most of the work themselves. I checked on the students in the second group who were working on

vocabulary cards and gave a few students some support that was needed. The classroom aide was there to assist the students in the second group as well. ET finished first to which I had her look at her results screen which displays her score and also her answers. I will note now that all the students scored an 8/8 except for AZ in the second group. I asked ET to think about what these people did based on the images she found. I added her descriptions to the chart and the other two students finished their forms. I made sure that they all discussed the words we would make signs for, which were the first 4 words on the chart. Using the images they selected on the forms we discussed what each meant, what the person did, and the sign for it. On some occasions we discussed what the best sign would be. For instance, MC was aware that an allergist was a doctor and that the word came from allergy, she also understands what allergies are as she has been observed using the sign before in class. I asked her which sign she would prefer, ALLERGY+PERSON (the non-initialized sign for person) or ALLERGY DOCTOR. She chose the sign that uses the agent marker and I let her use this for the recording of a GIF. She may have chosen this as she realized that psychologist used the agent marker and wanted to match this pattern. With ET, her word was “herbalist” and I explained that it was best to fingerspell this word because there was not a sign for it, which she did. We did not discuss the last 4 words due to time constraints.

Who?	What do they do?
Psychologist	talks to you helps
Herbalist	Plants makes medicine
Allergist	helps with cough medicine for cold allergy
Nutritionist	Healthy food Vegetables fruit
Psychic	magic ball see future
Medicine Man	Native
Guru	
Veterinarian	

Figure 1. 2 Vocabulary Word Hunt Chart

After the first group was finished with the first 4 words I had the groups switch. AZ, GV, and BT came to the front tables and I sent the first group to their own desks with the vocabulary cards. I again guided students through the process for switching tabs

and typing in their words. AZ had some trouble during this process; he forgot to switch tabs at one point and typed in the word in his search bar, exiting out of the google form which I needed to reestablish for him. I emphasized he open up a new tab when he types. After some guidance, BT and GV worked together and found the images. I was happy to see them describing what they saw to each other, although I did need to remind them to stay on task and not spend too much time looking at images. BT would scroll down continuously to chat about what she saw, I reminded them that we don't get to record anything until they finish, and that they only need to look at a few images to find the answer. This helped them get back to work. I monitored both groups to see how they were doing. BT and GV finished first and I had them discuss what each person does, I removed the covering from the chart so that BT and GV could look at what was written for their discussion. I assisted AZ in catching up as he only had 2 questions left. I assisted him by guiding him through the steps and he completed the work. However upon seeing his score report he got a 6/8 meaning he misidentified 2 images. It's possible he may have just selected the first image available and moved on to he next without searching, as both incorrect answers were the first available selection. We then moved on to discussing the words, but started with the 5th word. This group took a bit longer than the previous group so did not write down new notes to the chart paper during this time. We discussed in ASL what the person looks like, what they do, and the sign for it. For "psychic" which I believed there was not a strong standard sign for, I showed students a sign from Handspeak.com to which they disapproved. I had used PREDICT+PERSON in my signing of the story for the word "psychic" but when we discussed the word students did not hold onto that sign very much. GV came up with

BALL MAGIC PERSON to which the other students agreed upon. I thought this was creative and allowed her to sign this for the GIF. I noticed we were reaching our time limit and encouraged them to stay focused so that they could each get a chance to record a good GIF. Because of time constraints I recorded the students rather than let them record each other. After we were all finished students cleaned up and got ready for lunch.

Reflection:

My cooperating teacher (CT) did not have much criticism for the lesson but said that the objective of the lesson was not completely clear. When I told her that the objective was to use digital resources for words in the story she agreed that that seemed to fit but that it is also important to emphasize that goal to the students. Although I had told the students what we would be using, i.e. our iPads and google, I agreed that I had not explicitly stated the goal of the lesson and that it may have been unclear to someone who was observing. The students however accomplished their objective as they were able to navigate google independently to answer the questions on the google forms.

This was my first experience using google forms and airdrop in the classroom. I was very unsure of how the procedure would go but I was ultimately happy with how students learned the process. While it took a lot of setting up and assistance, I felt that it was worth it to make sure students were all on the same page and understood what to do. I do think that the process of setting up airdrop would have been helpful had I used some visual aids or even slides to show what the step by step process looks like. I drew the symbol for the airdrop icon which could have easily been placed on a slide, and JV had

also pressed deny before I told students what to do when they were being given a link. I think these little problems could have been avoided with proper visual cues.

The biggest thing that I would want for this lesson is to have a proper closure activity as a whole class. I had planned for this but was limited in time and decided, instead of cutting the activity short, to have a wrap up activity at another time. I believe the set-up portion of the lesson could have been shortened with visual aids so that we may have been able to include a closure activity at the end of the lesson on the same day. The closure activity would involve us going through each word to check students' comprehension and allow everyone to go over the meanings one more time through discussion with their peers.

Day 4, May 10th, 2018 – Lesson 1.4

This morning students did not have time for recording GIFs for new words from the story since they were rehearsing their project presentations for an event the following day. AZ was absent.

The lesson started off with students coming to the front to which I allowed them to sit where they wanted but took note of where certain students were for the sake of partner talks and group discussions. I had my slide presentation ready to go and when I showed students the title slide I informed them that we would be talking about “cause and effect.” I asked students if they knew what the words meant, MC responded with BECAUSE since it contained the word “cause”. I gave students the sign for cause and effect, the sign for cause being one that looks similar to “express” and the sign EFFECT/INFLUENCET for effect. I explained to them that a cause is something that happens and then that leads to an effect happening. I emphasized a cause comes first and

effect happens second and that the two happenings are related. To give students a clear visual representation I moved on to examples with images on the slide. I showed them an image of a sink with water running and asked them what would happen if you left the sink on? Students gave answers. “The sink will overflow”, “you will need to clean up after”, “you’re wasting water”, etc. I told them that they were all right, and that if the cause is a sink left on, an effect could be the sink overflowing, to which I showed them an image. The slides were set up to have half the slide be colored white for the cause and the other half colored blue for the effect and have an image in each section. I told students that all their answers were right and that those could all be effects of a sink left on. I emphasized that cause occurred first and then made the effect happen after.

I showed the image on the next slide under cause which was a cartoon of a man sweating in the sun. I asked students what the first image was and built on their response to say that the man is hot, the sun is beating on him, and he is sweating. GV came up to the board to say that the cause was the sun and the effect was the man sweating and being hot. I was surprised at this as I had not thought about the cause and effect relationship in a single image, but I told her that she made a good point and that there was a cause and effect in this single image. I asked students then what would happen after this image. Some students responded by saying to “go into the shade”, “drink water”, and “go inside”. I said let’s see what the image I picked was, which was a GIF of a woman chugging a gallon of water. Students laughed at it and I asked them if it makes sense. I reiterated the cause being the person is hot and sweating, and the effect being that they go and drink a lot of water. Students seemed to have their attention held on the images and nodded in agreement.

I then went to the last slide which now had a resulted effect, but not a cause. I asked students what was going on in the image of a forest fire. Some students started to describe effects of a forest fire such as “no more home for animals” and “animals run away”. I told them that we need to focus on what happened before the fire, “what CAUSED it?” “What happened before?” I had trouble understanding ET and JV who were describing a volcano, but signed it in a way that I mistook it as grow. I realized then that they could be saying that a volcano and lava could have caused a fire, to which I asked them if that was what they meant. They agreed and repeated what I said about a volcano and lava spreading. I asked students for other things that could cause a forest fire. GV said lightning and MC talked about earthquakes and rocks. I asked her to explain more, she seemed to be imitating two rocks striking each other. I was surprised that he might be talking about rocks rubbing together to create a spark, I asked him if that’s what he meant and he nodded although I know he has a tendency to nod and say yes when asked a question. I told the students that they were giving good ideas about how the fire started and thinking about what caused it. I then showed them some images that I picked that could show a cause for a forest fire. Matches, a campfire left behind by person, and lightning bolts were images I showed students and explained what they were. I noticed students were getting a bit more antsy and I quickly summarized cause and effect once more and told them that we were going to be playing a short game.

I explained to them the rules of the game, that each student would get a printed picture and then try to find a friend that had a matching image. I told them that one would be a cause and one would be effect. I passed out each paper face down to students and then asked them to look and show each other after I was finished. One student was

absent so I took the last paper. The students matched up and I then had them go up to the board and place their image on either the cause or the effect side of the PowerPoint. Students explained what the cause was and what the effect was. ET and MC had a rain and rainbow, JV and GV had someone throwing a banana peel on the ground and then a person slipping on a banana peel, BT and I had a light switch and a light. I made sure each student described at least their part of the cause and effect, if not both. I allowed BT to place both images independently and asked her if she thought it was correct. She placed the light on the cause side and the light switch on the effect side. I asked the students to which they said no. I explained to BT that the images were of a light being turned on, and a light switch with an arrow showing that it was being flipped up to the “on” position. She then switched the images and clarified that the cause was the light switch being flipped which then made the light come on. I also explained that maybe if the light switch was going off, then it would make sense to have a light on and the effect be turning it off. I congratulated the students for finding their cause and effect partner before going to get the story book.

I explained students that I felt they were understanding cause and effect, but the examples were not related to our story. I told them that we were going to look at some cause and effect situations that happened in the book and discuss them in groups of 2 and 3. They sat down at the front tables and I explained that we would find some cause and effect happenings in the book, discuss them, and then write them on chart. I hung up the chart paper and created a 2 columns for cause and effect. I opened to the first page and showed them the picture and read a portion of the text. I asked students what was the cause and effect on this page and gave them time to discuss in their groups. When we

came back to share, many of the students retold what was going on in the story but had trouble clearly identifying what was the cause and what was the effect. However, through support I was able to reason that a cause comes first and an effect is second, or an effect happens BECAUSE of the cause. Students agreed Camilla was worried, remembering that “worried” was one of our vocabulary words, but seemed split on whether it should go onto the cause or effect column of our chart. When I asked them to clarify why Camilla was worried they reasoned it was because of the first day of school and then we were able to write the cause being “the first day of school” and the effect being that “Camilla is worried.”

Cause	Effect
1st day of school	Camilla is worried.
Camilla's friends don't like lima beans.	Camilla never eats lima beans.
Camilla never eats lima beans	Camilla gets stripes.
Time for pledge of Allegiance	Camilla stripes turn red white and blue, and she broke out in stars.
Camilla was honest and admits she loves lima beans.	Camilla turns back to normal.
Camilla takes her medicine.	Camilla becomes a giant pill.
Kid shouts "purple polka dots!"	Camilla get purple polka dots
Kids tease Camilla	Camilla feels low.

Figure 1.3 Cause and Effect Chart

We went through several pages of the book and used a method of student discussion in their groups, sharing their ideas, and me writing down what they identified

for cause and effect on the chart. Afterward I explained to them what they would be doing in centers.

I modeled that for one center that they would be doing with me, they would select an image and paste it onto their worksheet and write a cause and effect statement about that part of the book. I informed them that they could use what we wrote on the chart or come up with their own descriptions. For the other worksheet, they would use their iPads to access our classroom dictionary and look at some of the new GIFs that had been uploaded. I opened up the classroom dictionary and projected it onto the board so that students could see that the words they had made GIFs for were now up on the website. I told them to follow directions on the paper and pick 3 new words and write sentences for them. This worksheet also had a second half but I did not go over it for the sake of time and told students that if they got to it they could ask me or the classroom aide to help with it. Only about 2 students actually managed to have enough time to get to the second part of the worksheet which involved using the websites search feature to find two vocabulary words from the previous day. All students were able to complete the cause and effect worksheet. Some of them used what was available on the chart, some wrote their own sentences, and some had assistance from me when writing out a new sentence. Some new ideas were added to our cause and effect chart during this time.

Reflection:

The objective of the lesson was to have students describe cause and effect in the story. The extra practice work they had received was also for them to show how much of the vocabulary they were familiar with. Overall, the lesson went well and students were

able to accomplish the work given to them. They showed emerging levels of understanding for the concept of cause and effect. They very well met their goals for using vocabulary as they did their vocabulary work independently. My supervisor who had visited during the lesson mentioned how it would be beneficial to expand on the language used for cause and effect in ASL. Cause and effect can be expressed in different ways in ASL depending on context and what kind of events are occurring. As such it would help students to expand their language for this concept and the different signs related to it.

Next Lessons:

When planning for my curriculum the next unit was to occur immediately following the first. However, the school had adopted a science program that would take over the school days for the next two weeks, as such the curriculum was split into two portions: The first unit was implemented from May 7th to May 10th, the following units were implemented two weeks later starting the day after Memorial Day, May 29th. Because of this time gap, changes were made to the way I implemented the curriculum, such as no longer focusing on “A Bad Case of Stripes” as a story model since it had been two weeks since they last read it. We instead chose to focus on the familiar story, “The Three Little Pigs” and my CT suggested to read some of the different variations of the story she had in her classroom. As such, for the following units, we read these stories and used them to discuss story elements and create our own stories. Unit 2 was modified to have lessons 2.1 and 2.2 combined and lesson 2.3 implemented at a later date.

Day 5, May 29th, 2018 – Lesson 2.1 + 2.2

JV was absent on this day. To gauge prior knowledge, I asked students who knew the story of the three little pigs. They were slow to respond but when I asked again each student directly they all began to say yes and some, such as ET, gave descriptions of the story and characters, such as the big bad wolf, or MC who mentioned the wood and brick houses made by the pigs.

I told students to move to the front tables. I explained that we would read a new story called the “The Three Ninja Pigs” by Corey Rosen Schwartz and told students that it was similar to the three little pigs story. I informed them we did this because we would be creating a story similar to this. Before we read the story I displayed the chart poster with character, settings, plot, problem/conflict, and resolution written on it. I then asked each student what the words meant. MC identified character and was able to describe what setting meant. I showed them one sign that we would use for setting. MC identified that the characters from the cover of the book were the 3 pigs and the big bad wolf. I wrote those down on the chart. Other students chimed in and described the cover mentioning that one of the pigs was a girl. I asked students about setting, explaining that it was not only “where” the story happens and the different places in the story, but also the time, long time ago, now, or in the future. I told them we don’t know the setting yet from the story.

I went on to explain the other story parts, students had a hard time remembering that plot meant what happens in the story and this was something I had to reiterate multiple times. GV and MC identified problem/resolution, and GV was able to infer that

the last word, resolution, meant a solution to the problem. I asked students what they think was going to happen in the book before we went on to read it. Many of them inferred that the pigs and wolf would fight. GV suggested they would play games together. I began the story and read it aloud allowing moments for students to comment on certain parts, make predictions, or ask some questions.

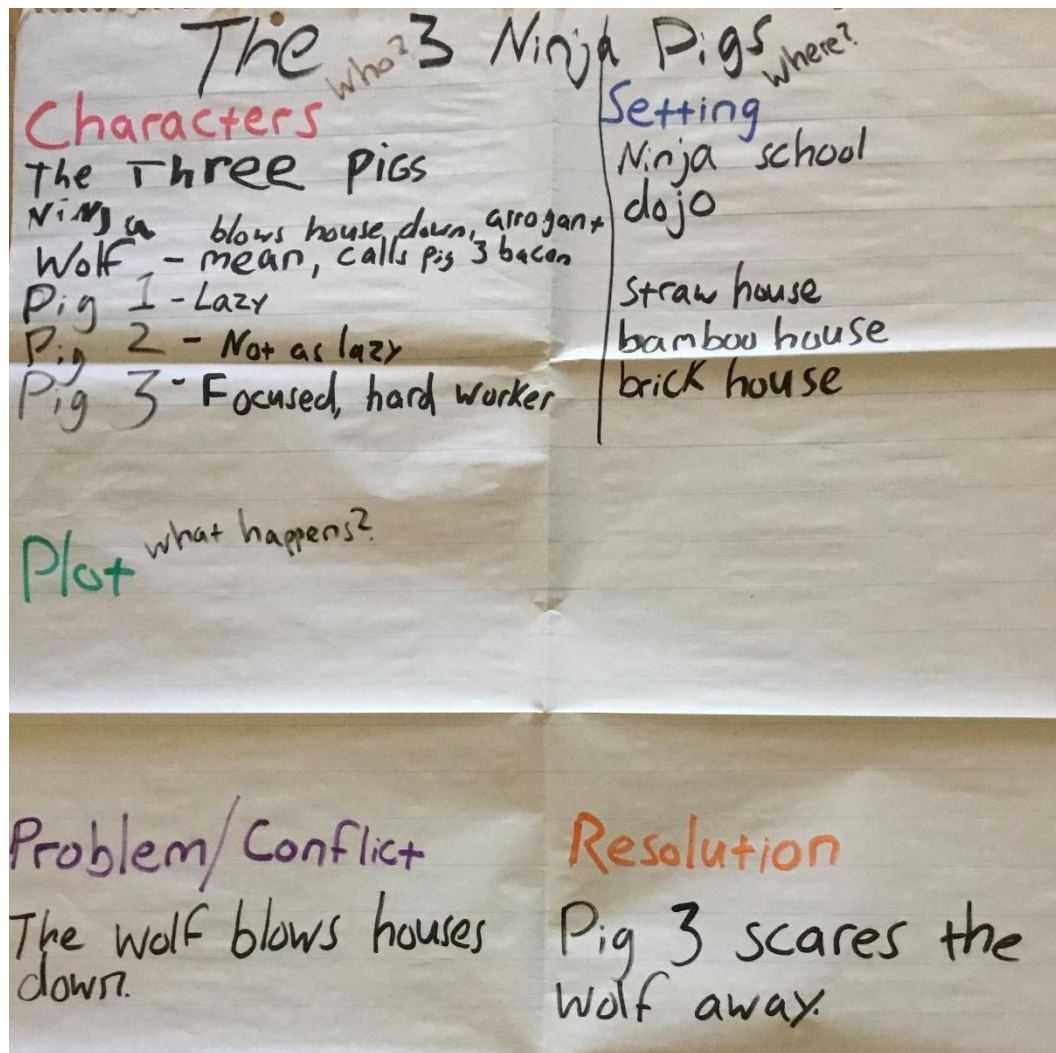


Figure 1. 4 Story Elements for "The Three Ninja Pigs"

When the story was complete we filled out the remaining parts of the chart poster with parts of the story. I informed them that we would record a sign for each of these words for story parts after we completed the chart. Students were able to reiterate and describe parts of the story to fill out the chart with teacher prompting. I then had them line up and take turns to record a signed GIF for each of the story words asking them to use the sign and then explain the meaning, such as “CHARACTER, WHO IN STORY” and so on. This allowed me to check individual student comprehension for what each part and word meant.

Reflection:

The objective was met as students were engaged in the story and fairly comfortable with identifying the story elements that we were focusing on, as shown by the chart we filled out together. My CT had informed me that these were things they practiced earlier in the year and did not need to spend too much time relearning, as such we covered all elements in one lesson rather than only focusing on a few elements per lesson. Their recorded GIFs at the end of the lesson showed that they retained the signs and meanings of the different story elements.

Day 6, May 30th, 2018 – Lesson 2.1 + 2.2

MC was absent today. I started off morning work with handing students character worksheet for them to list character traits and draw a main character from the story we read. (This worksheet would later be used for homework, and as such they became familiar with what to do this morning.) 2 students, AZ and ET, leave for speech in the

morning. We had some time to review the story of “The Three Ninja Pigs” before speech, which was needed since JV had been absent the previous day. After AZ and ET left for speech, I explained to JV, GV, and BT about the worksheet.

I handed each student a paper and had them read the words “main character” in bold at the top of the page. They could identify the word character, but did not understand “main.” I provided them with the sign for main (MAJOR) and explained to them that these were characters that were really important in the story and we see throughout. I wrote the word “major” on the board and then “minor” next to it. I gave students the sign for minor and explained that these were characters we see only once in the story. I showed an example of a scene from the book where we see some characters in the background. I asked them if the panda was a major or minor character. The students signed MAJOR to which I asked them if we see this character again or just one time. GV pointed out that the character appears at the very end of the book in a group of other animals. I admittedly did not realize this myself, but emphasized that we do not see this character say anything and they are only shown twice and so it was a minor character. I asked them about another minor character to which they were able to identify that it was indeed a MINOR character. I wrote the minor characters under the word “minor” on the board.

I then asked students who the main characters were, emphasizing that there were four. All hands immediately went up and described the three pigs and the wolf. I congratulated students and wrote the characters under “main.” I told them that they would pick one of the main characters and write out some descriptions of the character on their worksheet. Two students chose the final pig and JV chose the first pig. They went

through the book to look for descriptions. I wrote some words down on the board under the heading “character traits” to help them with spelling.

When the other two students returned from speech I had them join the group, BT left for speech, and I had JV and GV continue working on their worksheet and finishing up with drawing and coloring an image of their selected character.

I went through the same routine with AZ and ET after erasing the main and minor character list on the board. I explained main and minor characters and had them identify characters from the book as main or minor. They then selected the wolf as their character of focus and began to write traits. They finished their work as the first students did. They then left for P.E.

Being a continuation of the previous lesson, the objective was the same. Students were able to deepen their understanding with character traits.

Day 6, May 30th, 2018 - Lesson 3.1

After students returned from P.E. I had them sit at their tables as I explained to them why we were reading these stories and discussing characters. I reminded them that they would be creating their own stories similar to the 3 little pigs. However, they would not be creating paper books, but typing on slides and using images and gifs. I asked them if they wanted to see what it would look like to which they agreed. I pulled up a google slide story with ASL gifs and went through a few slides, only 5, but enough to demonstrate the basic format they would be using; a title slide, and a few slides with print, images, and a signed GIF. All students had something to comment about on each

slide and mentioned similarities to the 3 pig story, (there being 3 fish, and the blowfish was mean and wanting to blow their houses down).

Afterwards I asked students if that story had pigs to which they emphatically responded with a “no!” I told them they could use whatever characters they wanted. BT mentioned dinosaurs, GV mentioned dogs. I told them that we would come up with ideas later but I wanted to read one more story to them, “The Three Little Wolves and the Big Bad Pig” by Eugene Trivizas. Some were familiar with it, GV, BT, and possibly ET. The students came to the front table for the story. I asked them think what was going to happen, I asked AZ since he was unfamiliar with the story and he assumed that the pig would blow their houses down. I was happy to see that students recognized this was a key plot element that could appear. I went on with the story and asked students at different moments to compare the events and characters in the story compared to the previous story we read. GV noticed in some images that one character had noticed something off in the distance and that 2 were busy playing a game. She inferred that the first character was hearing and heard something in the distance and that the other two were deaf and continued to play their game. This was a great observation that relates to their own identities and I made sure to make this a point to think about later when we began creating our own stories.

After finishing the story I brought out chart paper for students to start brainstorming ideas for characters, settings, problem/conflict, and resolution. I used partner talks to have students discuss together before turning back to me and sharing. We created a list with different ideas and before we left for lunch I handed them each a story map for them to write down their selected characters and settings. GV and BT mentioned

that some of their characters would be deaf and some would be hearing which I was very happy to see. I told the class that it was a great idea to think about each character and what they were like.

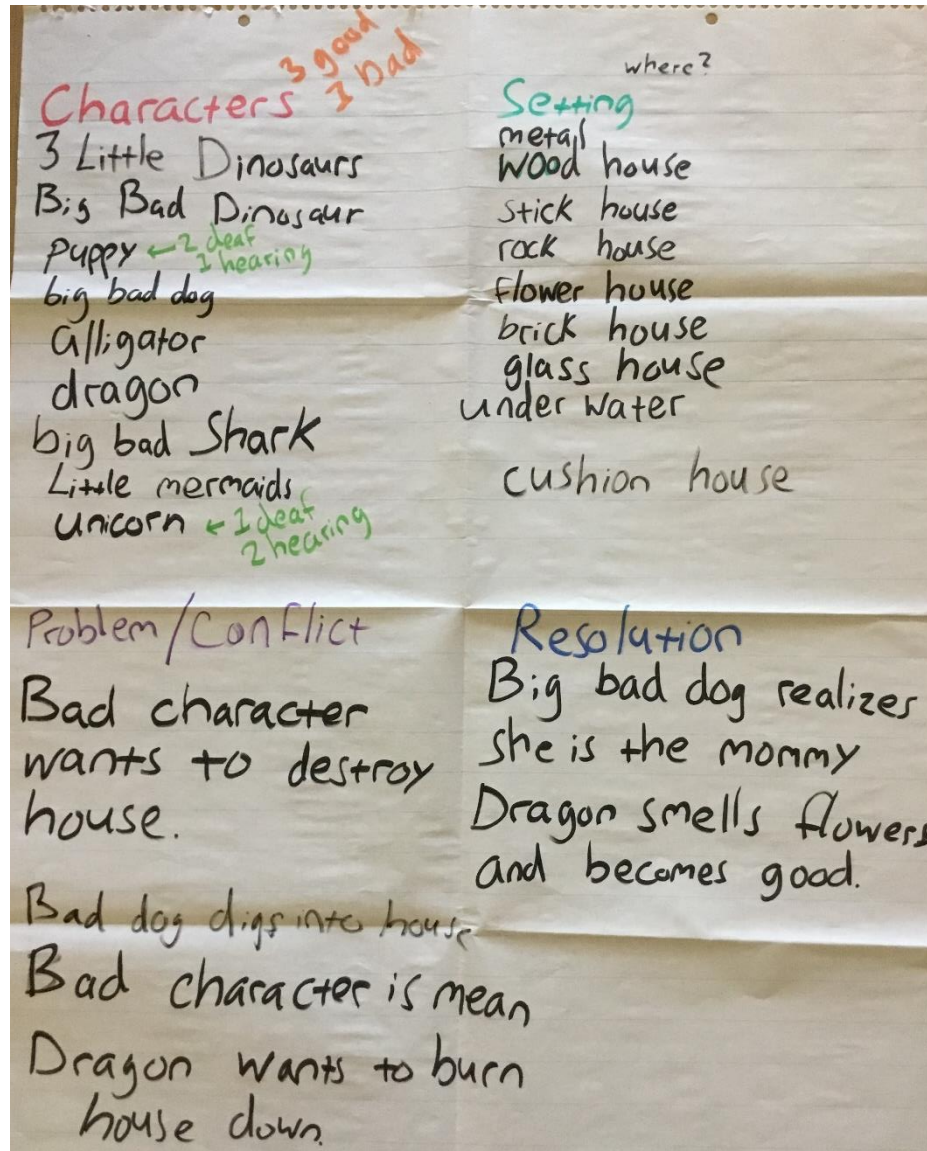


Figure 1. 5 Ideas for story elements

At the end of the day their homework assignment was to select one of their characters and use the same character worksheet to list some traits and draw a picture.

Reflection:

The objective of the lesson was to have students come up with ideas and examples for story elements, rather than just identifying them in a text. My reasoning for reading another variation of the three little pigs story was to give students more ideas for their own story but also because students enjoyed the story and had been feeling the end of the school year slump. Not only was I implementing these lessons in the final weeks of school, it had also occurred after a very rigorous, but exciting, science program that was incredibly hands on and high energy. The students were now feeling a bit burned out by the school year and my CT and I agreed it was important to make sure that the time in the classroom provided students something that they would enjoy and not overwork them. However, the only time that was available for me to implement my curriculum was towards the end of the school year. Despite these circumstances, the students still showed eagerness to present their ideas and show that they could come up with elements for story. They each provided something to our chart to partially meet the objective for this lesson. They would next need to select specific elements for their story.

Day 7, May 31st, 2018 – Lesson 3.1

All students were present today, however because of it being the end of the school year, we had multiple events throughout the day that reduced the amount of time available for the students to work on their writing.

Morning period, 8:00am-9:00 am; 1 hour:

Students arrived in the morning and turned in their homework for writing traits for one of their characters. JV forgot his homework at home and AZ did not do his. I gathered students' attention to remind them that we are making a story and that they need to finish their papers from yesterday. Since MC was absent the previous day I explained what we had done the previous day; we came up with ideas for characters, settings, problems, and solutions and had each student identify which item from the chart they came up with or used for their story. I asked MC what she would like to add for characters, but she could not answer at the moment to which I told her I would work with her 1 on 1. I informed them of the next steps, that after they had completed their story map, they would get to write the actual story on slide paper using complete sentences. I reminded them that their story map was for summarizing the main points of their story. I went over the remaining points that students needed to fill out on their story map, "beginning", "middle/problem", "solution", and the "end" explaining what they were for.

MC who was absent the previous day needed to start her work and I asked her to sit at the front tables with me as the other students worked on their story map. I passed out the papers to the students and then had them get to work. I showed MC the example slide story and how they would be adding GIFs and images to their story. Afterwards she began to work on her own story map worksheet. The students were able to independently work on their worksheets with spelling support from me. I posted another piece of chart paper so that I could write words students asked me to spell for them, many of which were verbs like "blow the house down" or "destroy". I left the paper visible for other students to see and refer to.

All the students followed the story map clearly except student AZ who was not writing the appropriate information in each section. For the other students that finished, I quickly glanced over their paper to make sure they had filled out the appropriate information, told them to add a title/name for their story, and then told them they could draw a cover image for their story. Illustrations and story images would serve as an early finisher activity which would allow me to assist those students who were not yet finished. I explained again to AZ what each part of the story map was for. He had trouble connecting his parts of a story as one continuous piece, and wrote multiple problems and endings to his story. Breaking it down into single parts and discussing specific points led him to drive his work more accurately. After he was finished I told him to put his on the pile of other worksheets and to begin drawing his cover.

ET was one student who worked completely independent and wrote wonderful notes on her story and included drawings in it as well. I watched over to see if she needed any assistance or correcting but she was doing the assignment independently and correctly. She eventually transitioned over to her favorite activity, drawing. I assisted other students throughout the morning with identifying correct elements and spelling. AZ, JV, GV, and ET all began drawing their covers while MC and BT were near the very end of their story maps. The students left for P.E. and I began reviewing their work during this prep time. I added sticky notes to each students' paper with the exception of MC who, despite being absent the day before, had clearly included all the information that was needed. I would hand students their papers later and have them add or revise what they had written.

11:10-11:30

Students returned from our assembly and since we had 20 min I told students they could continue to draw and work on their story maps which they did. I continued to assist them in spelling and selecting their elements.

12:20-1:10

We had another assembly later on in the day that occurred during the students' usual recess time at 1:30. As such the other 3rd grade teacher and I agreed to bump the students recess time earlier to 1:10-1:30. This gave us a little less than 50 min to work on our stories. I opened up with reminding students that we had recess a little bit earlier today because of the assembly. I informed them with that time we are going to work on revising our story maps, drawing our covers, and also making our slides. I had to remind students what the sign for slides meant, referring them to the powerpoint. I explained to them that I read their story maps and that they looked good but I attached some sticky notes for them to read and either add or edit something that they wrote. Many students responded by saying they were already finished with that. I told them about what good writers do: Good writers don't just write something one time and then they're done, they think carefully about what they want to write, they write it once, and then later go back and improve it. Sometimes they will take things out, change things, or add more. I told them I want them all to become good writers so that we would be changing and editing things a lot and that it was ok. They, of course, were not thrilled but understood the process to which I handed them their papers. I let them read their sticky notes and then explained that I would pick 2 at a time to come to the front tables to make their slides and

revise their story map. The students that remained at their desk would work on their revisions and cover drawing.

I began pulling 2 students at a time, starting with GV and JV. Since students do not have access to Google Slides on their iPads, I set up two of my own devices for them use Google Slides on, my laptop and my own iPad. I already created slide templates and folders for each student to which I had them find their folder name and open up their slide. I explained the front slide was for their story title and their name. I discussed with JV and GV about their story titles, trying to show them what story titles look like by showing the covers of the stories we read. I suggested using “The” and the characters for the story title but ultimately let the students choose what they wanted. I also explained to the students that in the title we use capital letters for a lot of the words and showed them the cover of “The Three Little Wolves and the Big Bad Pig.” I then conferenced with them about the notes I left them and then rotated in the next two students.

We did this until each student had gone through conferencing and creating slides.

Reflection:

It being the end of the year, many events came up and shifted around the usual schedule. As such it was important to remain flexible with work schedules and thankfully we were able to run the lessons in a functional and flexible way. Students were able to have time to work independently writing, revising, and drawing, and also able to have time with me as a teacher to help give them direct feedback and support in creating their stories.

The objective was the same as it was the previous day, but now students were actually making progress to selecting and describing their desired story elements. By the end of the day they had each produced a story map with the necessary elements they would need. They had satisfied the objective for this lesson.

Day 8, June 1st, 2018 – Lesson 3.2

Fridays are short days so we only had brief moments to work. All students were present today. In the morning I explained the new slide papers they would be writing on and our checklist. The objective for this lesson was to begin creating a draft of their story using detailed plot events. I projected the slide paper onto the board and told them they wanted to write on many slides and not to just have a few slides with a lot of text. I showed them by actually writing a few sentences in the slide boxes. I also emphasized that we would be adding GIFs to the slides as well. I told them to make sure that their story had the items on the checklist, which I had them read and identify together as a class. At the bottom of the paper was a portion labeled “story words.” I gave them one more cut out sheet with examples of story words. I explained to them that these are words that are used in stories to make them more exciting. I explained in ASL we use facial expressions and body language to tell stories, but in English we use some special words. We reviewed some of the words together as a class, such as “once upon a time”, “finally”, “suddenly”, etc. We had 30 minutes in our morning session which also included our morning meeting with the classroom next door, then we left to an art walk event in the high school.

After lunch students came in and I told them that we would work for 30 min and the other 30 min would be for “Fun Friday”. I told them if they worked hard they could start fun a bit early, but if they were not working they would need to finish and start fun activities later. JV started later for taking and hiding my iPad (thinking it was funny) although I understood it to be a joke I explained to him that it was not appropriate. MC had an emotional episode. She was not feeling well and became upset and sat herself out. I could not get her to work unfortunately

GV and ET worked very well, BT asked for assistance in spelling to which I wrote more words on the chart paper I used yesterday. This paper was for story words the students had asked me to spell and I put it up for other students to reference if they had trouble spelling a specific word. AZ was distracted somewhat throughout the work time and needed to be refocused, however some progress was made.

Reflection:

The objective for the lesson was to create their rough draft of their story. It being a writing process and the class being third grade I realized it would take more than one day for them to accomplish this. Some students were still finishing and adding details to their story map from the previous lesson. It was difficult to keep students focused and motivated on the second to last Friday of the school year, but we managed to accomplish small bits of work here and there. All students, with the exception of MC, made progress towards the lesson objective.

Day 9, June 4th, 2018 – Lesson 3.2 + 3.3

The morning time was divided into two groups, one group with me at the front tables to look at notes on their writing and revise, one group stayed at their desks for an independent center with ST math. All students showed up today and only 2 students had speech. I first worked with MC, BT, and AZ in the front while JV, GV, and ET worked on ST math. MC and AZ both needed to finish their stories and BT needed to revise. However, MC and AZ went to the bathroom which took time quite a bit of time and when MC returned she left to speech shortly after at 8:25. This did give me some one on one time with BT. I had her read her story through with me to make sure it made sense. She was able to revise some ambiguities in her writing and record one GIF for a phrase from her story.

The students rotated. JV needed to finish his story, ET and GV needed to add and clarify some things. JV wrote while I had ET and GV take turns going over their story with me. We made sure everything made sense and that they had the necessary elements from the checklist. I told the students that they would then go ahead and underline portions of their text which they wanted to record a GIF for. I explained that they would not sign the entire slide, but rather only a portion since the GIFs had a length limit. Each student in the second group was able to record a few GIFs for their story. Students' favorite part by far was the recording of their GIFs. Not only were they extremely engaged, they thought carefully about how they wanted to convey something they had written in English through ASL. They were self-critical and would ask to record again if they didn't feel something was right. The other students would also help ET to

be more expressive and clear with her signing since ET was still developing her expressive skills. After the morning was finished students headed out for P.E.

After P.E. students returned and we set up centers, one center for writing, one for drawing, one for typing. Students who came to the front with me typed up part of their story and then recorded more GIFs for their story. Each center had 2 students. MC and AZ finished writing, other students selected phrases to record by underlining, then moved on to drawing. MC had a behavior issue and sat out and refused to work, while other students worked diligently. MC has a recurring behavioral problem but I have learned to not spend too much time feeding into it, as it only makes her upset and takes time away from other students, as such I simply let her know the logical consequences, that she will just have to do the work later and does not get to do the fun activities until she's finished with what she needs to do. We continued until lunch time, MC and AZ did not get to record any GIFs due to their pace of work.

Reflection:

I realized some students are not well versed in typing and some are able to do so well. Because I am not measuring students' typing ability I informed them that I would help them by typing the rest of their story on the slides for them to save us time. This would allow us to save time and to get to the more engaging part of the story, creating GIFs and selecting media.

The creation of GIFs and adding media is the objective for the third lesson of unit three. Many students were still working on creating their draft for their story. However

we did have time to begin making slides and media for most of the students. They all made progress towards the overarching unit objective for creating their story.

Day 10, June 5th, 2018 – Lesson 3.3

MC was not present in the morning, all other students showed up to class in the morning. On this day we had an event at 9am for kindergarten promotion. It being the last week of school, students were able to create birthday cards for students who have summer birthdays while I conferenced with other students to create GIFs and review their slide stories.

I conferenced with 2 students at a time while others worked on birthday cards and illustrations for their story. I first brought ET and BT to the front tables to show them that their text had been added to slides and the GIFs that had been added to their stories. I then asked each student what color they would like for their slide backgrounds. I myself changed the backgrounds for them, but they selected the color. We then took turns looking at each students slides and recording a GIF for the following slide in their story. We recorded 2 GIFs for each student to add to their story. Students edited some of their story when I pointed out that the red underline meant a spelling error or that something didn't quite make sense. BT corrected a lot of her spelling this way, I pointed her to one of our previously made charts for the word "unicorn" and also fingerspelled it to emphasize the letters that were missing.

The next pair of students were GV and JV who also chose their slide colors. We looked at the next slides and selected text to record signs for. GV recorded 3, JV

recorded 2. Some edits to their texts were made. AZ was the only student left to record GIFs for his slides. We were able to record one GIF and select slide colors before leaving to kindergarten promotion.

After kindergarten promotion we watched a video presentation and returned to the classroom around 10:45 which gave us around 45 min for language arts. Students continued to work on their illustrations, birthday cards, and recordings. MC arrived to school at this time. Because AZ often requires extra refocusing and easily gets off task when paired with MC, I decided to take AZ alone while MC worked on birthday cards and illustrations. AZ and I discussed his story so that we could understand what he needed to sign. His story was completely clear, such as who the subject of his sentences were and who was doing the action. However, after some reasoning and discussion we were able to establish who the subject of an action was, revise it in his writing, and create a few GIFs.

Afterwards MC joined. She was extremely motivated and ready to record her GIFs. We selected her slide color and she was able to record all 6 GIFs that she needed for her story fairly quickly, taking around 10 minutes. Her mood seemed to have improved since yesterday and I was happy to see her motivation come back for work. Because we finished rather quickly, I asked ET to come and continue recording more GIFs since her story is easily the longest and most detailed in the class. We recorded 3 more and revised her slides a bit more before heading out to lunch.

Reflection:

I started to realize just how lengthy the writing process is for students. As I noticed the previous day, typing was a large time consumer so I typed out the students writing exactly as it appeared on their slide papers. An objective of the third lesson, in addition to adding media was to edit their stories to a final version, but I began to feel the sluggish process of revising writing as we went through slides together. I asked student to clarify or explain their writing which often resulted in identifying a spelling or syntax (English) error. It was good to see them identify and correct through mistakes through this process. However, the overall goal of this unit was not so much to contain perfect English conventions in their writing, but to create a clear and cohesive story with the necessary elements. Not too much time was spent on editing English syntax, mainly adding periods and adding subjects to sentences to clarify who was doing an action. The clarification of “who was doing what” and “to whom” became clearer in the signing of their writing through their GIFs. Such as with BT and AZ, who both had a moment where they signed their English writing exactly as it was before realizing it didn’t make complete sense. This led to them revising their writing and also adjusting their signing to be less literal word-to-sign translations. Students had made much progress in their writing and were meeting the objective for the current lesson as best they could by adding media, creating GIFs, and correcting errors that they happened to come across.

Day 11, June 6th, 2018- Lesson 3.3

JV was absent on this day. There was a fifth grade promotion ceremony in the morning and while it was enjoyable for many, the students sat patiently for over an hour and were feeling antsy when we came back to the classroom. It being the last week of

school, students are winding down and less focused on work, so I gave students the opportunity to play math games, color, and draw while they were not consulting with me for their story.

This day was mostly used for students to read their story as a whole and to practice signing it. I reviewed the practice of role shifting with the class and using facial expressions for stories. Modeling that if there's two characters, their bodies must turn to show who is currently talking. Throughout this process students identified the last bit of errors or inconsistencies in their stories. AZ was the last student to record the final GIFs for his story.

At the end of the day BT left early but I asked the class what day they would want to present their stories, either the following day, Thursday, or Friday. They voted for Thursday since they wanted Friday to be all fun for their last day of school. I told them I would bring snacks for the following day for our story circle to which they responded with wide mouthed smiles. By this time all the students, except JV who was absent, saw their completed project with their stories written and GIFs added to their slides, they had all also been given a chance to practice their story.

Reflection:

The objective for this last day of editing was to get the student's presentations to their final state. The process seemed long for several reasons that I had not considered due to the age group. One was students not being well versed with a keyboard, thus leaving it to me to transfer student writing onto slides. The second being that these students being young also were not as familiar with creating and editing slides in the

sense of moving text, changing font size, etc. That means this fell on me to assist them and to do it on my own time when I needed. I was also the one to actually embed GIFs onto their corresponding slides. This did take time and made me realize that there is a time investment for this curriculum especially for younger students who are not as tech savvy as their older peers. I do believe things could have been sped up if each student had access to the slides and GIF making app on their own devices but sadly this wasn't the case. Students had satisfied the objective of the lesson to varied degrees, as some had all their media, both GIFs and images, and some did not. Some students had revised the writing on their story slides to fix corrections while others still had some errors. This variation is a result of students own writing abilities and time constraints.

Day 12, June 7th, 2018- Lesson 3.4

It was presentation day and the students filed in for the morning. JV was again absent just as he had been the previous day. I was worried that he would be out the rest of this last week of school. I went over the schedule for the day with the students as we had some more events that would break up our class time. I told them that we would be telling our stories throughout the day. I let them know that I would be recording their stories. I brought them to the front table and before I passed out snacks I went over behavior expectations for the presentations. I informed that when someone is telling a story we don't interrupt them, we don't raise hands, or try to get anyone's attention, we watch respectfully and if there's a question or comment we say it at the end. Snacks were distributed and everyone was set up. I asked for a volunteer to go first and two hands went up, MC and GV both wanted to present so I drew popsicle sticks with their names on

it to see who would go first. MC's name was pulled and she headed to the front of the room. I projected her slide title and then asked everyone to repeat the rules for watching the story. They reiterated not interrupting, asking questions, or drawing attention until after the story was done. Each student presented a story throughout the day when we were in the classroom. The order was MC, GV, AZ, BT, and then ET.

MC's Story: "How The Tiger Became Friendly"

MC's story was beautifully told with vibrant facial expressions and pacing. Her natural signing ability shined in how she was able to connect the media she had placed onto her slides, both images and GIFs. She also referred to the English text she wrote when she was signing something, chaining all these resources together for her story. She also seemed to have a good portion of her story memorized and did not spend much time looking back at the board to read and tell her story. MC had a lot of confidence during her story telling and it was all very clear. Her story also contained all the elements needed including the use of story words/phrases.

GV's Story: "The Three Puppies and Big Bad Dog"

GV also was very vibrant in her storytelling. She referred a lot to her images, many of which were illustrations she drew and had included on her slides. There were moments where she doubted herself and how she wanted to sign something, but she made it through the entire story while still holding the audiences interest. She spent some time with her back to the audience to double check what she wrote, but it overall was not a large break in pace.

AZ's Story: "The 3 Little Alligators and The Big Bad Alligator"

AZ mostly presented his story with his body slightly turned towards the board. He read straight from the slides as he signed, but interestingly enough, he would correct himself when he came across a word or phrase we had been using or discussing. An example being when he read "blow the house down" he signed BLOW THE HOUSE, and then changed his signing to BLOW HOUSE-COLLAPSE which is only two signs instead of what would have been four, and is much clearer in ASL than the word-to-sign translation. This also happened in some moments which we had previously identified some ambiguity in subject and object for actions. He read from the slide signing almost each word, and then would clarify by repeating what he knew of the story in a more ASL way. He was able to refer to the pictures in his story in meaningful ways.

BT's Story: "The Dragon and 3 Unicorns"

BT did a good job of telling her story. Her signing was well paced and she read from the slides without needing to have her back to the audience too much. There were instances where she came across a word or phrase that she was familiar but made a few signing errors, such as instead of signing "Once upon a time" with a single sign, she used the ASL sign and then TIME, almost as if she thought the sign represented only "once upon" and not the entire phrase. She also encountered some more spelling errors in her writing that she had not corrected and asked what the word was. I gave her what the misspelled words were supposed to be, such as when she pointed to "Gragon" on her slide and I informed her it should be "dragon." She then continued her story. Students

enjoyed her use of GIF and the filters that she had used when making them. One example being a filter that surrounds the bottom part of the GIF with flowers to which BT actually described picking flowers and gestured the action of doing so by reaching for the digital flowers “in front” of her.

ET’s Story: “The Three Little Dinos and The Big Bad Dragon”

ET was reluctant to presenting her story and she somewhat refused to go up. I told her it wasn’t an option and everyone was going to do it. I reassured her that she had practiced and done well and made some amazing GIFs that the class wanted to see. The other students said they wanted to see her story. She went up to the front and began her story. ET is still working on expressive language and as such her signing of the story was kept close to her body in a small space and was a bit hard to see. She read from the slides and her body gradually started facing more and more towards the board. I intervened to have her reposition herself and reminded her to sign big and be expressive. It’s apparent that ET might not always think of how visible her signing is to others but rather just wants “to put it out there” as she signed every part of her story and everything on her slides but it was just a tad bit difficult to see. Her story was the longest and had the most detail, her use of English really stood out, however the rest of the students mainly paid attention to the signing and the GIFs. The other students did however enjoy her GIFs very much as ET had practiced and recorded very expressive and somewhat silly GIFs.

Reflection:

Day 12, June 8th, 2018 – Lesson 3.4

On the last day of school JV returned after being absent for the past 3 days. As such, he had not been able to record a GIF for each slide and didn't have much time to practice, but he still went up and presented his story. While his slides were missing both GIFs and images, his telling of the story was clear enough to understand what was going on. I needed to remind him to be serious at some points as he would act silly, not having anything to do with the story.

Reflection:

The students seemed ready and eager to present their stories. The objective simply was to tell their story clearly to the class which most were able to do. AZ struggled to translate his slides and ET had difficulty signing big and clear as she often does. JV, having been absent, told his story although it seemed to be missing some parts. Each student was able to satisfy this objective of telling their story, and some went above and beyond with their storytelling. They were happy to have finally presented and seen each other's stories. At the end of each presentation we had students ask questions or identify something they liked in the story they had just seen. Many of the students said they liked the GIFs other students used and that they liked their story. When asked if the students liked their own stories they said yes. They seemed to enjoy the culmination of their own drawings and GIFs into the story a lot. Overall, the students would have benefitted from more time practicing their signing of their stories specifically for an audience.

IX. Results and Evaluation

The success of the curriculum was evaluated by different measures set forth by my evaluation plan. The field notes and observations I took every day helped me to remember the context of each learning session when matched up with student work. Students created a broad range of artifacts from co-constructed posters and charts with their peers and teacher, to individual paperwork, recorded GIFs, presentations, and their slide stories. Only one rubric was used for the student's creation of their story. This rubric however was given to students in the form of a checklist, because of their age, I believed it was much easier to use this checklist format to go through and check off what parts they included in their story and what they hadn't. I had originally kept a log of students' language use for when they independently used vocabulary that we were focusing on. I however could not manage this in the later units and was only able to use it for the first unit of the curriculum.

To reiterate the curriculum goals; the curriculum aimed to:

1. Foster vocabulary development in both American Sign Language (ASL) and English by using media such as GIFs, videos, and images as a support for literal and figurative meanings.
2. Empower students to use technology to independently check for understanding in their reading and writing.
3. Develop strategies to understand and recognize language equivalents for English and ASL.

4. Capitalize on deaf students' visual learning preference to enhance student engagement.

The first goal is something that was a focus throughout the curriculum. GIFs were used as a support for learning vocabulary by showing ASL signs for English words and phrases. However it was only in the first unit that students had a select group of vocabulary words to focus on. I was able to assess their understanding of vocabulary through their discussions and their work that involved vocabulary to see that this goal had been met.

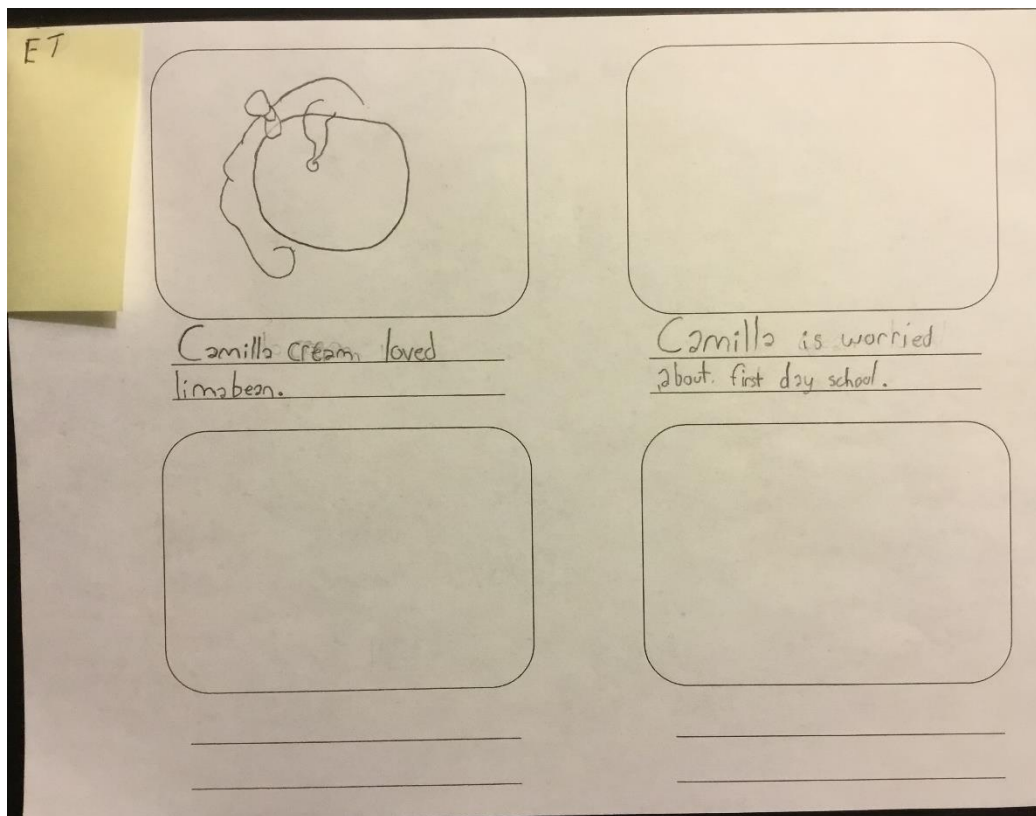


Figure 2.2 Writing about scenes from the story.

When students were given the task of writing about a scene from the story they mostly copied straight from the text, rather than coming up with their own sentence to describe the story. They were told to use the vocabulary we were focusing on which they did. In Figure 2.2 ET used the vocabulary words, lima beans and worried, but I noticed that the first sentence was taken straight from the text. The second sentence started off simply as “Camilla is worried” to which I asked ET why. She could not answer on her own and we discussed together to remind her that Camilla was worried about her first day of school. Many of the students were very dependent on the text to create sentences. This of course is normal as it was the first day of the curriculum, their first time reading the story as a class, and their first encounter with our ASL dictionary. This however showed a good baseline students ability, as most of them needed support to use the vocabulary in their writing, either from the text or from an adult.

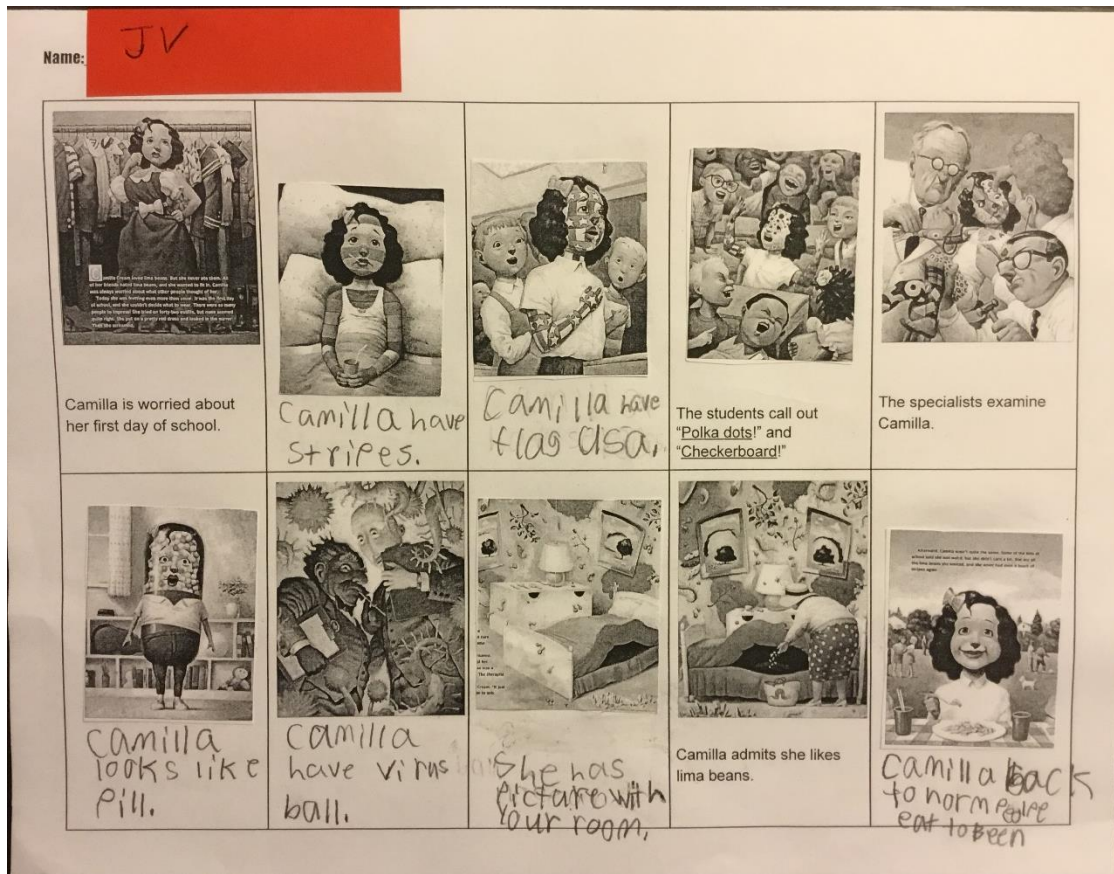


Figure 2.3 JV writing for Lesson 1.2

Further analysis of student work throughout the first unit shows that they would continue to use the supports available to them while also adding extra information. Figure 2.3 shows that JV was able to use vocabulary words to describe images. Vocabulary words were displayed on our focus wall, and students also had additional words written on the boards from our discussion on classifiers (Figure 1.1). This was to also help students with spelling. JV included several additional details not from the board or vocabulary, such as describing Camilla's appearance in the third panel as "flag USA", and mentioning the pictures in the bottom middle panel. JV was able to correctly use the target vocabulary, "pill" and "virus" independently and match it to the correct image. In the last panel he wrote something that can be deduced to say "Camilla back to normal

people eat to bean” which might mean something along the lines of “Camilla [is] back to normal, people eat beans.” He knew about the lima beans and the importance of it in the story, JV himself wrote a description of the scene and used “beans” as best as he could. Although he did not use the exact word combination “lima beans,” the fact that he included it in his writing, independently, and without assistance from an adult shows that he was okay with using the vocabulary in his own way without a model to directly copy.

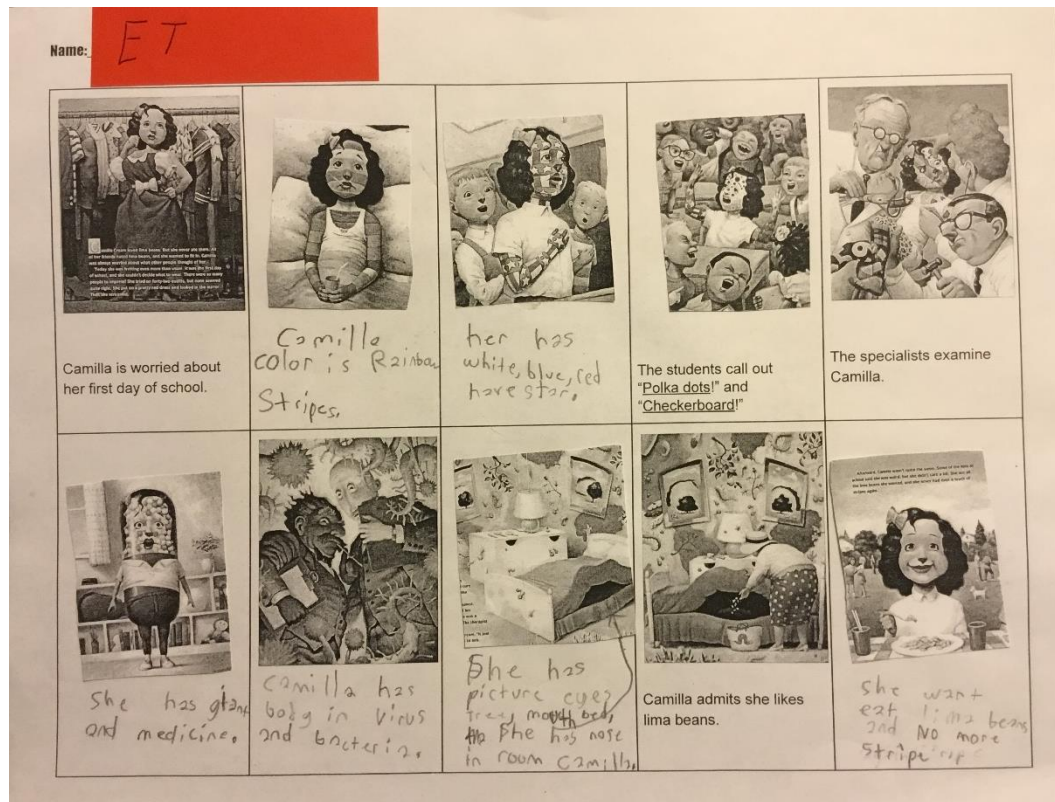


Figure 2.4 ET writing sample for lesson 1.2

ET also wrote vocabulary words *medicine*, *bacteria*, and *virus* in sentences she created on her own, matched to the correct image of the text (Figure 2.4 Appendix B). No student had any confusion about which image a vocabulary image was describing.

ASL	English
CL: 4	Stripes, checkers
CL: 1	Thermometer, swirls, bacteria tails
CL: C	Stars
CL: F	polka dots
CL: 5	fat, virus ball

looks like

Figure 1.1 *Classifiers and their English descriptions, “looks like” was written on the board for spelling assistance as requested by several students.*

The final assessment of their vocabulary came from the completion of vocabulary cards for which they used the GIFs on our classroom dictionary website. I was unable to get a sample or picture of the students’ completed vocabulary cards before they were sent home, but the template can be found in Appendix A, Unit 1 extra practice for what they look like. The vocabulary card worksheet was something students had already done in the classroom with previous units and vocabulary words. Because the task was the same as their previous lessons, I could observe what would be better now that their reference material for writing sentences would come from our GIF dictionary. Students now had their vocabulary words’ ASL equivalents accessible, where previously they could only access meaning for vocabulary words by looking at English definitions from their

textbook. I noticed that having the ability to see a signed version gave students an easier time to write sentences since they were more confident about what the words meant. While the students did take the vocabulary cards home as a homework assignment to finish, meaning some parent assistance may be involved, I was able to see a large portion of the assignment as they worked during class. Many of the students produced clear sentences and also even expressed some information from outside the story, such as ET who wrote about washing hands to kill bacteria.

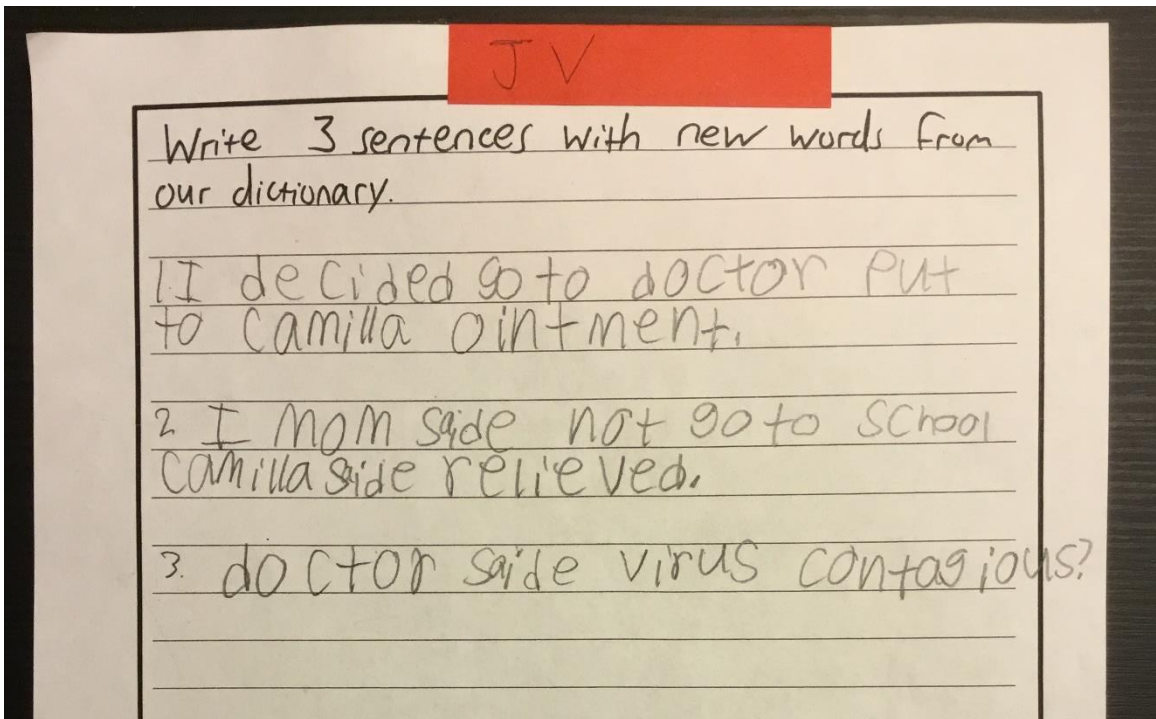


Figure 2.9 *JV writing sample from extra practice material, Unit 1*

Figure 2.8 (below) and Figure 2.9 (above) in Appendix B also provide evidence that students achieved vocabulary development through their interaction in class and with the signed GIFs. Both figures show that ET and JV were able to use newer words that we

had added to the dictionary from our homework assignments to form sensible sentences that display their understanding of the vocabulary words. ET in Figure 2.8 chose the words “impress” and “completely covered”, JV chose “ointment”, “relieved”, and “contagious”. Both the vocabulary cards and the word look up worksheets occurred at the end of the first unit after students used vocabulary in writing, discussions, and viewing the signed GIFs. Students went from being dependent on the text and copying sentences to creating entirely new sentences using vocabulary words. Students showed an increase in vocabulary knowledge and satisfied the first goal of the curriculum.

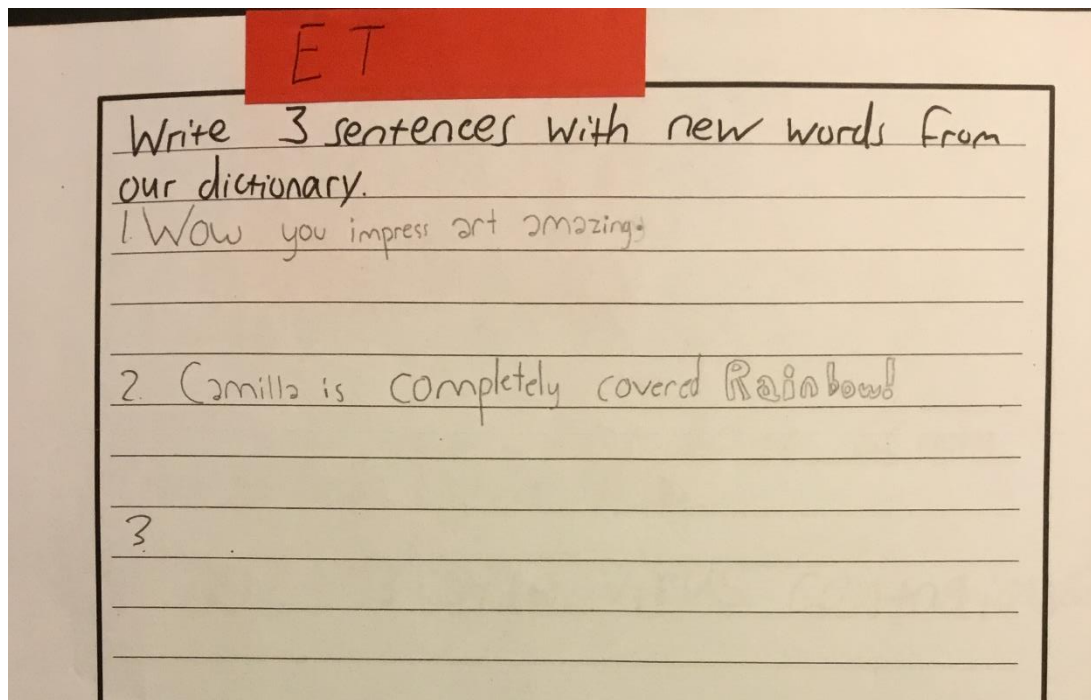


Figure 2.8 *ET writing sample from extra practice materials*

The second goal of the curriculum focused on students using technology and digital resources for their work. The goal was met as shown by students work also in

Figure 2.8 and 2.9 as shown above. For this goal, students were expected to use the classroom GIF dictionary in order to make sure they knew what words and phrases meant. This is clearly illustrated as something they did in Figure 2.8 and 2.9 as they formed these coherent sentences without assistance. Students not only used technology resource via the classroom dictionary, but in their recordings of GIFs they took. Students assessed their own signing and interpretation of English to see if it was clear and made sense. Similarly, in their final project for a slide story, students made GIFs for selected text (underlined portions of their writing in Figures 3.3 and 3.6) as they understood it. This means that they would often not understand what they wrote when they tried to sign it, but would describe what they meant to me, sign a GIF, and then later would change their writing to fit the meaning of their signed GIF.

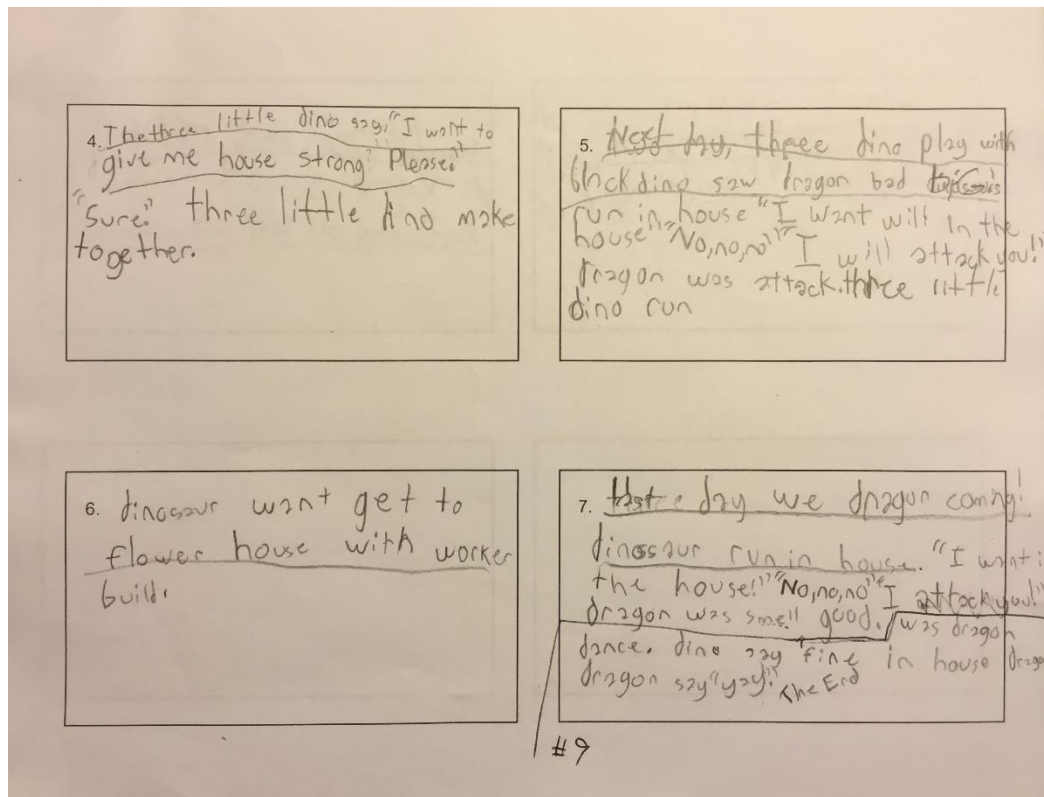


Figure 3.3b ET writing sample of story draft.

An example being figure 3.3b, shown above. This had been transferred over to her slide story exactly as it appeared on her paper. ET wrote in section five “Next day, three dino play with black dino saw dragon bad”. ET selected this entire portion to be signed for a GIF, but upon signing it had a moment of hesitation when signing. She originally signed as if “three dino play with black dino” was a sentence, and that the next sentence was “saw dragon bad.” She then clarified that actually the two sentences should be “Next day, three dino play with” and “black dino saw dragon bad.” This cleared up what the two sentences were supposed to be, but I asked her who the three dinos were playing with. She then signed TOGETHER to me and it became clear that she had written “with” when she actually meant “together.” The ASL signs for these two words are similar and share the same handshape. Where “with” has a single motion bringing the hands together, “together” has the hands together in the same shape, but includes a circular or rocking motion. When this became clear, ET edited the text on her slide to separate the one sentence into two and change “with” to “together, as it appears below.



Figure 3.7 Sample of ET story slide. Only displays half to prevent GIF of student from being seen on the right.

This relationship between their English, ASL, and technology helped students to improve their writing and story slides. They showed independence in their use of technology not only to complete and edit their vocabulary and story work, but also to find images for Lesson 1.3. All six students were able to complete the google form by answering eight questions that asked them to search google images to find out what words from the story meant/looked like. Only one student got less than a hundred percent correct, as shown below in Figure 2.5. All the successful uses of technology shows that the second goal of the curriculum was met.

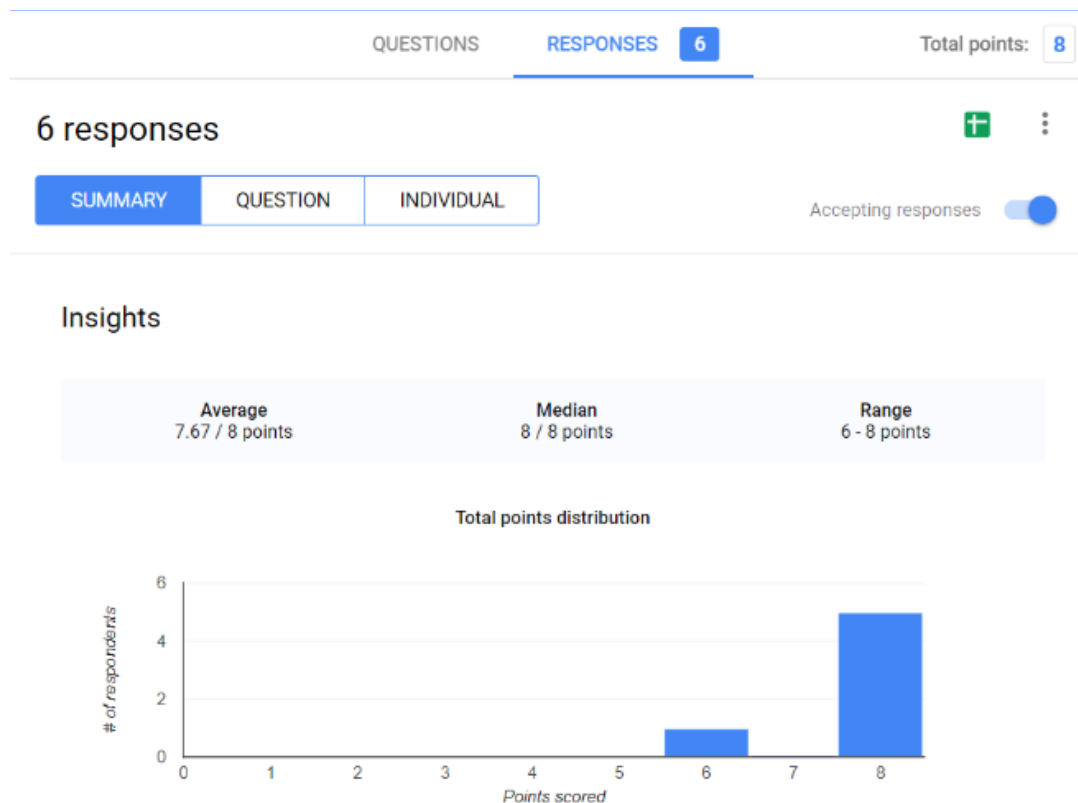


Figure 2.5 Results of students' "Word Hunt" google form activity, Unit 1 Lesson 3

The use of technology also influenced the outcome of the third goal of the curriculum: recognizing language equivalents. Recording of GIFs gave students a chance to think about the English phrase or word they were representing without needing to read it in a stream of text or sentence. Often when they read in such a way they do not think about the whole meaning of the word and result to literal translations. However with the recordings we used, student had time to think about an ASL representation, create a GIF, and refer back to it later. Students later used the classroom dictionary to complete and assist with their vocabulary work in the class. It was apparent that they developed phrases in addition to single word vocabulary as their work included both. Figure 2.8 shows ET using the phrase “completely covered” in her writing, which was shown in the dictionary to only use a single sign. In the writing of their stories they used phrases and when presenting their stories they were much more prepared to come across the phrase and sign a clear ASL meaning, rather than a literal translation. Figure 3.6a below illustrates this with section three that used the phrases “blow house down” and “fall off.” Many students recorded GIFs of the phrase “blow house down” which in ASL is a combination of BLOW and a single sign that shows a house collapsing. JV created a GIF for “fall off” using a sign to show flowers falling off the roof of the house, rather than using FALL and OFF. These factors give good evidence that students were thinking about representations in both languages and satisfied the third curriculum goal.

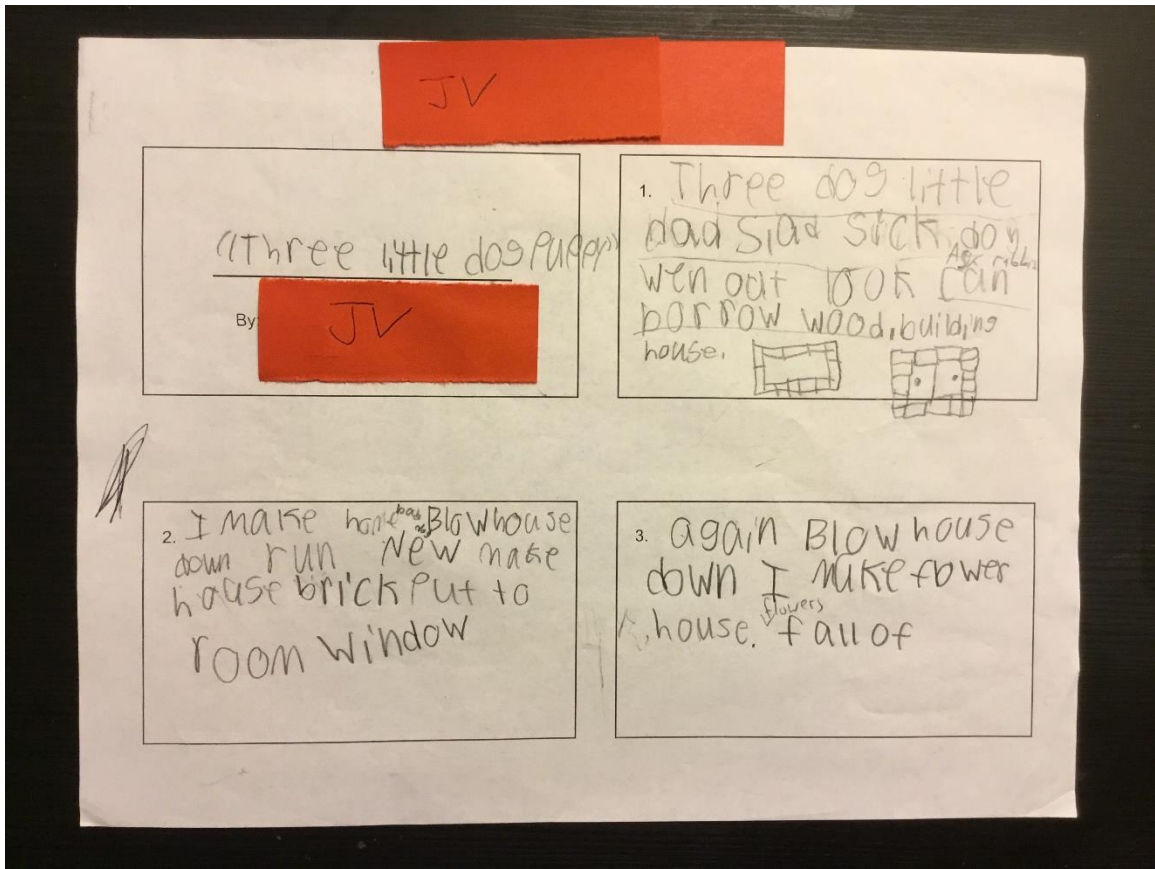


Figure 3.6a JV writing sample, story draft 1 of 2.

The final goal of the curriculum was to capitalize on students' visual learning preference to enhance student engagement. This was apparent from the sheer excitement students showed when they got a chance to record GIFs for our classroom dictionary and for their stories. The best part about their engagement is that they felt invested in their work. They made sure that they signed as best as they could and that they recorded things that made sense for what they were doing. I was surprised at their own self-correction to change how they signed or even what they wrote because of what they wanted to express in their GIFs. I wish I would have given students surveys about how they felt about the assignments and recording GIFs to get their exact feelings on the

material. We collected an abundance of recorded GIFs and also students were able to use digital filters in their GIFs for their stories. Their comments about each other's stories and their excitement to add and view their GIFs shows me that they were in fact engaged with this aspect of the curriculum which was my final goal of the curriculum.

X. Conclusion

I feel incredibly lucky to have learned so much about teaching and deaf education in my two years of study. I am grateful for the opportunity to have been able to teach at a deaf residential school for my curriculum. While I felt that what the topic of using GIFs was something very new and did not know what to expect for the outcomes, I am pleased with the outcome. As education moves forward, technology becomes increasingly important. I do feel there is a sort of culture developed around young people and their usage of the internet. I was, and still am, influenced by the media that exists on the internet and cannot deny its ability to hook attention and make information engaging. I saw value in this tool for not only being engaging, but also the fact that GIFs are another way to capture ASL in wholesome units.

There were definitely strengths and weakness to the curriculum and its implementation. Technology is an important tool for students, yes, but the ways in which we expect them to use it can become dependent on their age. I realized this during my implementation and realize that the curriculum may be better suited for older ages in some aspects. One example was my expectations for students to type out their own work on the slides. I realized many of them were not well versed in typing and it would have taken much too long to have them type out their own work. As such it fell on me to transfer their work to slides for them. Similarly, the tools available for students to use were limited since Microsoft PowerPoint was not made available to my grade level. Similarly within google slides, students were not familiar with how to edit and move their text so they required a lot of support in doing so. While all this was manageable, it

increased the preparation time needed to make tools readily available to students whereas older students may be more ready to manage their digital materials independently.

The use of google sites itself does require one to be tech savvy to some degree in order to create a simple site to post images and GIFs. While it was not difficult to do much of what I did with our classroom website, it could be a steep learning curve for some and does require time to upload and manage media. Again, the ideal situation would be for students to be able to record and upload GIFs themselves, but that would require each student to have access to the recording application as well as a way to upload it, and do so independently, which was just not feasible with my placement.

However, the strong points of the curriculum lie on its student engagement and the ability to connect English and ASL through media. Students were always incredibly excited to record themselves and these moments always provided them opportunities to think about language, the English that they were reading and writing, and the ASL they would sign for a GIF. This process allowed to make strong connections in meaning between the two languages while also keeping them separate and whole.

Designing and implementing a curriculum revolving around a relatively new tool such as GIFs was a venture for me. It gave me opportunities to work with backward design (Wiggins & McTighe, 2005) which is something I've learned to value in how we as teachers should think about learning activities. The backwards design process was different from what I had normally been used to when making lesson plans, but now I feel that it has given me the forethought to make sure that lessons and activities occur for a specific goal or objective, such as IEP goals or common core. The thought that goes into designing lessons also helped me to think about student's bilingual development and

the varied language needs that may be present in a class. I have always valued the “low floor, high ceiling” format for lessons, but now I have more thought in how to make this possible for varied language needs. All the planning helped me to be proactive, but being responsible for my own curriculum also helped me to be reactive when necessary.

While I feel there are areas to improve on, I am happy to have implemented the tools that I did. I saw value in what I taught, and it was rewarding to see students make progress in a way that helped both their ASL and English development. While there is not much existing research or curriculums that use GIFs in a way I did, I am sure that the future will bring more teachings that implement these for its benefit to students, particularly those in deaf education. I encourage teachers of the deaf to be creative with the technologies we have and continue to implement them in new ways that will engage and benefit our students. I believe that there are still many more uses for GIFs that hold potential that are just waiting to be explored. I hope sometime in the future we see more curriculum that takes advantage of these tools.

References

- Bakhshi, S., Shamma, D., Kennedy, L., Song, Y., de Juan, P., & Kaye, J. (2016). Fast, Cheap, and Good: Why Animated GIFs Engage Us. In *Proceedings of the 2016 CHI Conference on Human Factors in Computing Systems (CHI '16)*. ACM, New York, NY, USA, 575-586. DOI: <https://doi.org/10.1145/2858036.2858532>
- Bayfield, J. (2016, June 30). Using GIFs in the classroom. Retrieved from STEM Learning: <https://www.stem.org.uk/news-and-views/opinions/using-gifs-classroom>
- Bialystok, E. (2001). *Bilingualism in development: Language, literacy, and cognition*. New York: Cambridge University Press
- Cummins, J. (1984). *Bilingualism and special education: Issues in assessment and pedagogy*. Clevedon, England: Multilingual Matters
- Cummins, J. (2000). *Language, Power and Pedagogy: Bilingual Children in the Crossfire*. Tonawanda, NY: Multilingual Matters
- Deci, E. L., & Ryan, R. M. (1985). *Intrinsic motivation and self-determination in human behavior*. New York, NY: Plenum.
- Frey, N. & Fisher, D. (2013). *Rigorous Reading: 5 Access Points for Comprehending Complex Texts*. Thousand Oaks, CA: Corwin Press
- González, N., Moll, L., & Amanti, C. (Eds). (2005). *Funds of knowledge: Theorizing practices in households, communities and classrooms*. Mahwah, NJ: Erlbaum.
- Humphries, T., & Macdougall, F. (2000). “Chaining” and other links: Making connections between American Sign Language and English in two types of school settings. *Visual Anthropology Review*. 15(2), 84-94.
- Humphries, T., Kushalnagar, P., Mathur, G., Jo Napoli, D., Padden, C., Rathmann, C., & Smith, S.R. (2012) Language Acquisition for deaf children: Reducing the harms of zero tolerance to the use of alternative approaches. *Harm Reduction Journal* 9(16). DOI: <https://doi.org/10.1186/1477-7517-9-16>
- International Society for Technology in Education. (2013). Transform teaching and learning. *ISTE Standards*. Retrieved from <http://www.iste.org/standards>
- Jiang, J.A., Brubaker, J., & Fiesler, C. (2017). Understanding Diverse Interpretations of Animated GIFs. In *Proceedings of the 2017 CHI Conference Extended Abstracts on Human Factors in Computing Systems (CHI EA '17)*. ACM, New York, NY, USA, 1726-1732. DOI: <https://doi.org/10.1145/3027063.3053139>

Krashen, Stephen D. (1982). *Principles and Practice in Second Language Acquisition* (PDF). Oxford: Pergamon

Ladson-Billings, G. (1995) Toward a Theory of Culturally Relevant Pedagogy. *American Educational Research Journal*. 32(3), 465-491. Retrieved from <http://www.jstor.org/stable/1163320>

Lytle, L. & Oliva, G. (2016). *Raising The Whole Child: Social-Emotional Development in Deaf Children*. (Research Brief No. 11). Washington, DC. Retrieved from: http://v12.gallaudet.edu/files/7114/6418/6636/ResearchBrief11_FINAL.pdf

Marian, V., & Shook, A. (2012). The Cognitive Benefits of Being Bilingual. *Cerebrum: The Dana Forum on Brain Science*, 2012, 13.

Mayberry, R., A del Giudice, A., & Lieberman, A. (2010). Reading Achievement in Relation to Phonological Coding and Awareness in Deaf Readers: A Meta-analysis. *Journal of deaf studies and deaf education*. 16. 164-88.

Mayberry, R. (2010). Early Language Acquisition and Adult Language Ability: What Sign Language Reveals About the Critical Period for Language. In *The Oxford Handbook of Deaf Studies, Language, and Education*. 281-91.

Miller, G. A. (1956). "The magical number seven, plus or minus two: Some limits on our capacity for processing information". *Psychological Review*. 63 (2): 81–97. doi: <https://doi.org/10.1037/h0043158>

Miltner, K., & Highfield, T. (2017). Never Gonna GIF You Up: Analyzing the Cultural Significance of the Animated GIF. *Social Media + Society*, 3(3), DOI: <https://doi.org/10.1177/2056305117725223>

National Institute of Child Health and Human Development [NICHD]. (2000). *Report of the National Reading Panel: Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction* (NIH Publication No. 00-4754). Washington, DC: U.S. Government Printing Office.

Niehoff, M. (2017, May 3). *9 Ways Real Students Use Social Media For Good*. Retrieved from <https://www.iste.org/explore/articleDetail?articleid=1033&category=Digital-citizenship&article>

Padden, C. (2006). Learning to Fingerspell Twice: Young Signing Children's Acquisition of Fingerspelling. *Advances in the Sign Language Development of Deaf Children*. 189-201.

PRNewsWire (2017, August 30). Social-ology 101: 73% of Teachers Think Social Media and Texting is Bad for Grammar and Spelling but Half Use It to Better

Understand Students. Retrieved from <https://www.prnewswire.com/news-releases/social-ology-101-73-of-teachers-think-social-media-and-texting-is-bad-for-grammar-and-spelling-but-half-use-it-to-better-understand-students-300511261.html>

Ryan, R. M., & Deci, E. L. (2000). Intrinsic and extrinsic motivations: Classic definitions and new directions. *Contemporary Educational Psychology*, 25(1), 54-67. <http://dx.doi.org/10.1006/ceps.1999.1020>

Schleper, David (2002). *Leading from Behind: Language Experience in Action*. Washington, DC: Gallaudet University, Laurent Clerc National Deaf Education Center.

Speranza, J. (2016, April 28) GIFs in Education – Why They Work. Retrieved from <http://joelsperanza.com/flipped-learning/gifs-in-education-why-they-work/>

Serano, S. (2018, February 20) *5 Ways to Use Memes With Students*. Retrieved from <https://www.iste.org/explore/articleDetail?articleid=858>

Strong, M., & Prinz, P. (1997). A Study of the Relationship Between American Sign Language and English Literacy, *The Journal of Deaf Studies and Deaf Education*, 2(1), 37-46. <https://doi.org/10.1093/oxfordjournals.deafed.a014308>

Strong, M., & Prinz, P. (2000). Is American Sign Language Skill Related to English Literacy? In Chamberlain, C., Morford, J. P., & Mayberry, R. I. (Eds.), *Language Acquisition by Eye* (pp. 131-141). Mahwah, New Jersey: Lawrence Erlbaum Associates.

Vygotsky, L.S. (1978). Interaction between Learning and Development. *Mind in Society: The Development of Higher Psychological Processes*. 6, 84-91.

Wiggins, G. & McTighe, J. (2005). *Understanding by Design*. Alexandria, VA: Association for Supervision and Curriculum Development.

Wilson, Margaret Berry (2012). *Interactive Modeling : A Powerful Technique for Teaching Children*. Northeast Fndtn for Children, Turner Falls, MA

Appendix A: The Curriculum

Curriculum Table of Contents

U1: Reading a Story

Students experience a story, “A Bad Case of Stripes”, through read alouds, shared reading and close reading. Visual media will support their understanding of the story and vocabulary in the text.

- Lesson 1: Read Aloud
- Lesson 2: Describing events and appearance
- Lesson 3: Cause and Effect
- Lesson 4: Word/Image hunt

U2: What’s Inside a Story

Students learn about the elements of a story and identify/describe them in “A Bad Case of Stripes.” Media will be used to highlight storytelling expressions in ASL and English.

- Lesson 1: Characters and Settings
- Lesson 2: Plot, Conflict, Resolution
- Lesson 3: Storytelling expressions

U3: Creating a Short Story

Students brainstorm ideas, create slides, and present a clear story through a combination of written text, media, and ASL.

- Lesson 1: Brainstorming Ideas for 5 elements.
- Lesson 2: Drafting Story
- Lesson 3: Editing and adding media.
- Lesson 4: Presenting a Story

UNIT 1: Reading a Story

Unit 1: Lesson 1	“A Bad Case of Stripes Read
Aloud”	English
3rd Grade	
Language Arts	
Goals	
<u>CCSS.ELA-LITERACY.RL.3.3</u> Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events	
ASL Standards	
<u>Key Ideas and Details</u>	
2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text	
ISTE Standards	
<u>3c. Knowledge Constructor</u> Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.	
Content Objective	
Given a read aloud and a vocabulary word bank, students will retell their favorite part of the story and use appropriate vocabulary from the story as measured by their writing and drawing of a scene, as well as observations of their ASL discussions with a classmate	
Language Objective	
ASL and English Vocabulary (To be shown by the GIF dictionary and ASL wall):	
<ul style="list-style-type: none">- Stripes- Worried- Lima beans- Fit in- Pill- Medicine- Virus- Bacteria	
ASL Objective: Given the ASL sentence prompt, (MY FAVORITE PART WHAT? _____ BECAUSE _____) students will use ASL to describe to a classmate their favorite scene from the book and why.	
English Objective: Given an English sentence frame (My favorite part was_____. I liked this part because _____.) worksheet to write and draw on, students will describe their favorite scene from the book and why as measured by their completion of the worksheet.	

Formative Assessment

Ask students to make predictions before and during the reading of the book.

Show them a few images from the book and ask them what they think is going to happen in the story.

Ask “What will happen next?”

Summative Assessment

Students will draw and write about their favorite part from the story.

Students will describe their favorite part of the story to a partner/the class, using ASL.

Materials/preparation

Copy of “A Bad Case of Stripes” by David Shannon

Worksheet

Google Slides/Doc

GIF collection (dictionary) via Google Sites

The Lesson

Introduction

Tell the students we are going to read a story, and show them the cover of the book.

Present the title and author and ask students what they see on the cover.

Do a picture walk of the book.

Then, ask them to explain what they think the story is about.

Tell the students before we read the story we are going to quickly learn some vocabulary.

Procedure

Frontload vocabulary using GIFs from the online class dictionary.

Present google document with the vocabulary typed out, and linked to the classroom dictionary. Click on each word to present the dictionary page for that vocabulary word which will include a signed GIF of the vocabulary word. Go through all the vocabulary.

Read aloud “A Bad Case of Stripes”, use a pattern of asking students “what will happen next” before Camilla’s appearance changes. Refer back to the dictionary to clarify vocabulary word meanings if needed (such as for bacteria or virus).

Once the reading is finished have students pair up and hand out copies of the book. Tell them to take turns finding their favorite part and telling their partner about it.

Hand out worksheets to students and model the use. Tell them that they will write about their favorite part of the book on the lines, and draw their favorite part on inside the box after they have written out a statement.

Provide them with the sentence frames for their writing

- “My favorite part was _____”

Closure

Then bring the class together and allow students to share their favorite parts of the book.

Modifications

Students may have preferred seating for visual needs.

Read aloud will follow an increased visual emphasis, depending less on text.

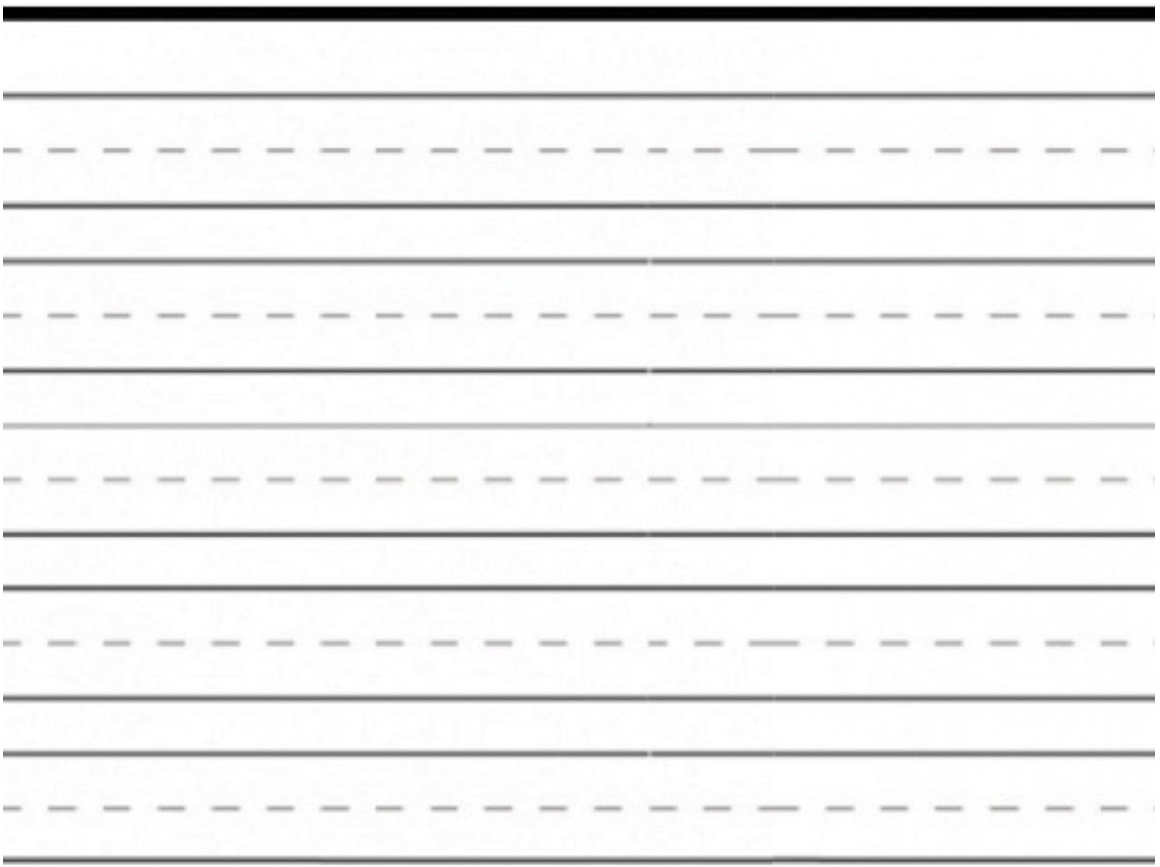
Homework

Students will read through the first 3 pages of text and answer the following questions:

- Camilla Cream loves lima beans, but she never ate them. Why?
- Why did Camilla’s mother scream after running into the room?
- Who came to examine Camilla?

Students will also write up to 5 additional words they wish to add to the dictionary.

name _____



Unit 1: Lesson 2 Changes” Language Arts	3rd Grade	“A Bad Case of Stripes: Camilla’s English
--	------------------	--

Goals

CCSS.ELA-LITERACY.RL.3.3

Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events

CCSS.ELA-LITERACY.L.3.4.D

Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

ASL Standards

Key Ideas and Details

2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text

ISTE Standards

3c. Knowledge Constructor

Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.

Content Objective

Given a re-reading of “A Bad Case of Stripes”, students will describe Camilla’s appearance in the beginning, middle, and end of the story, as measured by their writing and drawings on a worksheet.

Language Objective

Vocabulary:

- Stripes
- Polka dots
- Checkerboard
- Stars
- Tail

ASL Objective: Given images from the book, students will use classifiers in ASL to describe Camilla’s appearance throughout the book, as measured by their signed description of scenes from the book and teacher observations.

Classifiers (will be included in online GIF dictionary)

- CL 1: long thin objects (bacteria tails)
- CL 4: Stripes and straight lines
- CL 5: (claw): Curly hair, ball like objects, blotches
- CL 9: Polka dots
- CL C (index and thumb): appearance of small shapes on body

English Objective: Given a copy of the text, vocabulary list and access to the online dictionary, students will use vocabulary appropriately in their writing about Camilla's appearance, as measured by the writing on their worksheet.

Formative Assessment

Ask students to describe Camilla's appearance (in ASL) as we read through the story.

Ask students to identify which vocabulary word (English) is associated with Camilla's appearance. (Can ask students to fingerspell)

Summative Assessment

Student worksheet containing a written English description and image for Camilla in the beginning of the story, several independently selected scenes from the middle, and end.

Materials/preparation

Worksheet

Colored pencils, crayons, markers, etc.

Google Slides:

- Feature vocabulary on slides and corresponding GIFs
- Have slides to show the different ways in which a CL can be used to describe appearance.
- Have a final slide to feature an ASL GIF wall to show classifiers GIFs and English words for the classifiers.

The Lesson

Introduction

*Discuss the words students wrote in their homework to be added to the class dictionary. If time allows, give students an opportunity to record a GIF for the vocabulary words. This activity may also be used as a center or as a break from the procedure. *

Hand out the worksheet, there are 3 scenes filled in:

- The beginning: Camilla is worried
- Before the end: Camilla transforms into her room.
- Resolution: The old woman gives Camilla Lima beans.

Ask them to tell you what they see on the worksheet – inform them they are going to help fill the gaps in the story.

Procedure

Take a picture walk through the book showing the images and asking students to describe what is going on.

For each image, have them turn to a partner and describe Camilla's appearance to each other, using classifiers and the vocabulary words for the lesson. Leave the ASL wall with Classifiers and English words for students to see. Select a few students to share out. Ask formative assessment questions.

At the very end, describe Camilla's appearance and emphasize that she feels happy now.

Have students fill in the last box on their worksheet for how Camilla looks/feels.

Tell students they will now go back, and use a copy of the book to pick scenes to fill in their worksheet.

- Tell them they are going to cut out printed out images and glue them to their paper
- Model going through the book to help them remember and identify the order of the scenes
- Emphasize that they should be in order, not mixed around.

Leave the ASL GIF wall (which includes English words and ASL GIFs for the vocabulary of the lesson for students to include in their writing and signed descriptions. Inform them they can also use their iPads to look up the classroom dictionary. Inform them that once they are done they will describe a scene to a partner.

Closure

Have students share with a partner the scenes they chose from the book, describing Camilla's appearance in each scene.

Modifications

Homework:

Have students read the next 3 pages of text and answer the following questions.

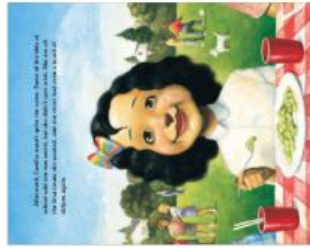
- When the class said the Pledge of Allegiance, what did her stripes turn into?
- What did the other kids say to Camilla?
- Camilla really wanted a nice plate of what?

Have students record another few words to add to the dictionary. (up to 5)

Name: _____

 <p>Camilla is worried about her first day of school.</p>			<p>The students call out "Polka dots!" and "Checkerboard!"</p> 	 <p>The specialists examine Camilla.</p>	
			<p>Camilla admits she likes lima beans.</p>		

<https://docs.google.com/document/d/1AvLUDa-ZsiRLyqi9bWAD72LU4JX4IFkdyMTQHlWuGkU/edit?usp=sharing>



https://docs.google.com/document/d/1hFlw88vToyxL_hoDkWEzf1VimZVUmXXdoMfKovxI8hc/edit?usp=sharing

Unit 1: Lesson 3 Hunt” 3rd Grade Language Arts	“A Bad Case of Stripes: Word English
<p>Goals</p> <p><u>CCSS.ELA-LITERACY.RL.3.3</u> Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events</p> <p>ASL Standards <u>Key Ideas and Details</u> 2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text</p> <p>ISTE Standards <u>3c. Knowledge Constructor</u> Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.</p>	
<p>Content Objective</p> <p>Given the list of vocabulary, students will use Google Images to infer meanings for the vocabulary, as measured by their digital document and signed descriptions.</p> <p>Language Objective</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> - Psychologist - Allergist - Herbalist - Nutritionist - Psychic - Old medicine man - Guru - Veterinarian <p>ASL Objective Given access to google slides and a GIF making app, students will create signed GIFs to describe the appearance and purpose of the vocabulary words.</p> <p>English Objective Given the vocabulary words for different professions, students will write a description of what the individuals do for their job.</p>	
<p>Formative Assessment</p> <p>Teacher questions: What do they look like?</p>	

What do you think they do?

Chart documenting student responses to questions.

Summative Assessment

Images selected and placed onto a digital document

Students' signed GIFs for vocabulary.

Materials/preparation

Copy "A Bad Case of Stripes"

Google Form

Laptops/iPads

The Lesson

Introduction

Show them the section where Camilla has had her appearance drastically changed after being visited by several different professionals.

Read through the text and explain to the students that the long words are for different people with different jobs.

Make a connection via "chaining" the text that describes her appearance to the image and to a sign.

Ask students what the first vocab word "psychologist" means, and inform them that you have an idea of how to find the meanings of these words.

Procedure

Tell students that we are going to use iPads and google forms to find the meanings of words. Give each student a link to access the form. Model the process of looking up a word using google images then selecting a matching image on the google form.

Look at the first word "psychologist" and open a separate tab to type it into google and get a collection of images. Ask students what they see. Ask them what they think the person does and to discuss in pairs. Have the students share their thinking with the rest of the class. Provide the sign for the vocabulary word and a description

Use interactive modeling and have another student come up and use a think aloud about what he/she should do to find the meaning of the next vocab word "herbalist".

Ask students to explain what the model's next step is. Ask students what two questions they should think about "what do they look like?" and "what do they do?".

Give a sign and a description to the vocabulary word.

Create a chart with 3 columns that looks like

Who?	What do they look like?	What do they do?
psychologist		
Herbalist... etc.		

The column being for the job titles, and the other 2 columns for their descriptions. Inform students that they will go on an image hunt and look for words from a google form.

Share the google form link with students and

Closure

Bring students back together to discuss the words and describe what they saw. Call on students to explain what they think. Make sure to give a sign and a description of what the person does. Explain to students that some vocabulary is fingerspelled preferably. Give each student an opportunity to record a signed GIF to add to the dictionary.

Modifications

Students may need additional support in using technology. Other formats may be used to fulfill the same purpose; Google forms must be made by teacher.

Homework:

Have students read the next 3 pages of text and answer the following questions.

- The Specialists each handed her a bottle filled with different colored what?
- What happened after Camilla took her medicine?
- What happens to Camilla when the Experts come over?

Have students record another few words to add to the dictionary. (up to 5)

Word Hunt!

Word Hunt!

Select the image that matches the word.

Psychologist

1 point



Option 1



Option 2



Option 3



Option 4

BACK

NEXT

Never submit passwords through Google Forms.

Example of google form layout

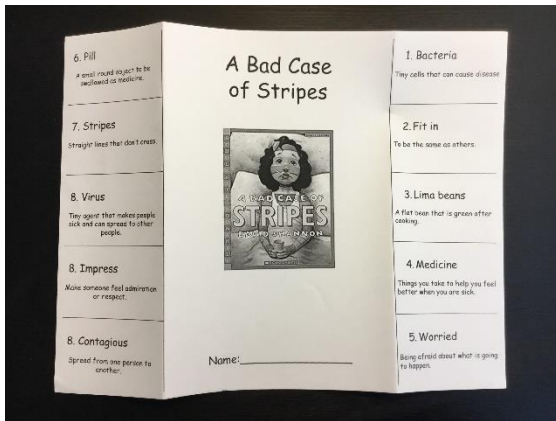
Extra Practice Activities:

Word look up

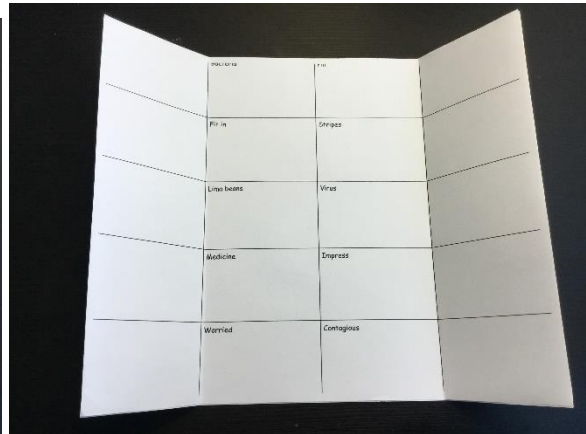
Write 3 sentences with new words from our dictionary.

Use search to type and find veterinarian and psychologist. Write 2 sentences for the words.

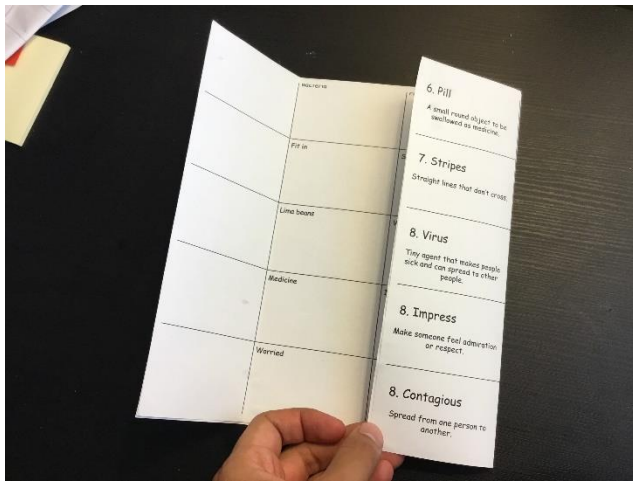
Vocabulary Cards



Front Side



Back Side



Folded

Inside portion has two columns available, one for writing a sentence and one for drawing an image, for each vocabulary word.

Print at:

https://docs.google.com/document/d/1Xq425fiwA3hCDJnAmNxascFZvA9nomqd5VTIBlt_NC4/edit?usp=sharing

Unit 1: Lesson 4 Effect” 3rd Grade Language Arts	“A Bad Case of Stripes: Cause and Effect” English
Goals <u>CCSS.ELA-LITERACY.RL.3.3</u> Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events ASL Standards <u>Key Ideas and Details</u> 2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text ISTE Standards <u>3c. Knowledge Constructor</u> Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.	
Content Objective Given another read aloud of the book, students will identify portions of the text that caused the main character to change (with teacher support), as measured by a cause and effect chart and students signed descriptions. Language Objective Vocabulary <ul style="list-style-type: none"> - CAUSE - EFFECT - CONFIDENCE - SELF-ESTEEM (up and down) - WORSE - CURE ASL Objective: Given phrases from the book, students use role shifting to show what a character said and the effect on Camilla. English Objective: Given a copy of the text and sentence frames, students will write two sentences describing a cause and effect in the story, as measured by teacher observation and the student’s written work.	
Formative Assessment F.A. questions:	

What did he/she/they say?
What will happen next?
How does Camilla feel?
What is the cause/effect?

Summative Assessment

Student's writing of their selected cause and effect situation.

Co-constructed chart

Teacher observations of student signing descriptions for "cause and effect" chart and their writing.

Materials/preparation

Chart paper

Powerpoint slides:

<https://docs.google.com/presentation/d/1F4reL5rrPgx9b8v8wDkLPOtudqckZLblgsPayiI5fbI/edit?usp=sharing>

Cause and effect printouts:

<https://docs.google.com/document/d/1uXOf3DpvmBZytI5qQPDth9A4KOLmbTufhdHoG1dVk5E/edit?usp=sharing>

Copy of the book

Student iPads (for vocabulary)

Worksheet & images from the book:

https://docs.google.com/document/d/1bDO_25KAoN6aMqMCvV5vCW159hfXgTcdiK2EZdPRIvc/edit?usp=sharing

The Lesson

Introduction

Use the PowerPoint to discuss CAUSE and EFFECT, provide the signs for the words and explain that CAUSE happens first, and EFFECT is what happens next because of the cause.

Go through the few examples on the slides

- Effect of a sink left running
- Effects of being hot in the sun
- Causes of a forest fire

After, set students up for cause and effect match activity:

Tell them they will pick a card each and then find a partner that matches them to make a cause and effect. Hand out cards and have students find their partner, when they have been found have them decide which is the cause and which is the effect. Have students share when they are finished.

Procedure

Tell students we are going to go through the book and discuss what happens, and find the cause and effect. As we go through, ask students what happened, and whether it was a cause or an effect. Create a cause and effect chart and list what students dictate.

Use partner talks to have students discuss before sharing with the whole class.

There are some moments that students may need support in identifying the specific cause of an event, such as:

- Camilla returning to normal being the result of her being *honest with herself* and not simply her eating lima beans.
- Camilla combining with her room after someone saying “become one with your room”
- Camilla getting virus balls and bacteria tails after the doctors say that she might have a “bacteria” or “virus”

*Early Finishers may work on extra practice activity

Closure

If time allows, have students share their cause and effect descriptions and create GIF recordings for vocabulary.

Modifications

Students may have preferred seating for visual needs.

Homework

Have students read the next 3 pages of text and answer the following questions.

- Who found out about Camilla?
- What did Camilla sprout?
- What became her mouth, her nose, and her eyes?

Have students record another few words to add to the dictionary. (up to 5)

UNIT 2: Story Elements

Unit 2: Lesson 1 3rd Grade	Story Elements Pt.1 (Characters and Settings) English Language Arts
Goal/ Common Core Content Standard CCSS.ELA-LITERACY.RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	
ASL Standards <u>Presentation of Knowledge and Ideas</u> 1. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant descriptive details, signing clearly at an understandable pace.	
ISTE Standards <u>1. Empowered Learner</u> Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.	
Content Objective When given a description of what “characters” and “setting” are, students will identify and list the characters and settings from “A Bad Case of Stripes”	
Language Objective Vocabulary: <ul style="list-style-type: none">- MAIN/MAJOR- MINOR- CHARACTER- SETTING- Looks like	
ASL Objective: Given a copy of the text, students will use classifiers and finger listing to describe characters and settings, as measured by teacher observation.	
English Objective: Given a copy of the text, students will write out a list of settings and characters along with their features, as measured by students written descriptions on their worksheet.	

Formative Assessment

Questions asked by teacher:

WHO is in the story?

WHERE are they? What place?

Is there more than one (place/person)?

Do we see the person/place in the beginning, middle, or end?

Summative Assessment

Student worksheets showing characters and settings.

Materials/preparation

Worksheet for character and setting

<https://docs.google.com/document/d/14LUw-kNROljiDkjN7YjPscI4-TVeF5r8kxv-yrDiwE/edit?usp=sharing>

Storyboard for 3 little pigs, in correct order

Differentiation

- Some students may need additional support in spelling or identifying English words for signs.
- Students may need varied support throughout the lesson.
- Reminder about what vocabulary to use and how to communicate ideas throughout the activity and group discussion.

The Lesson

Intro

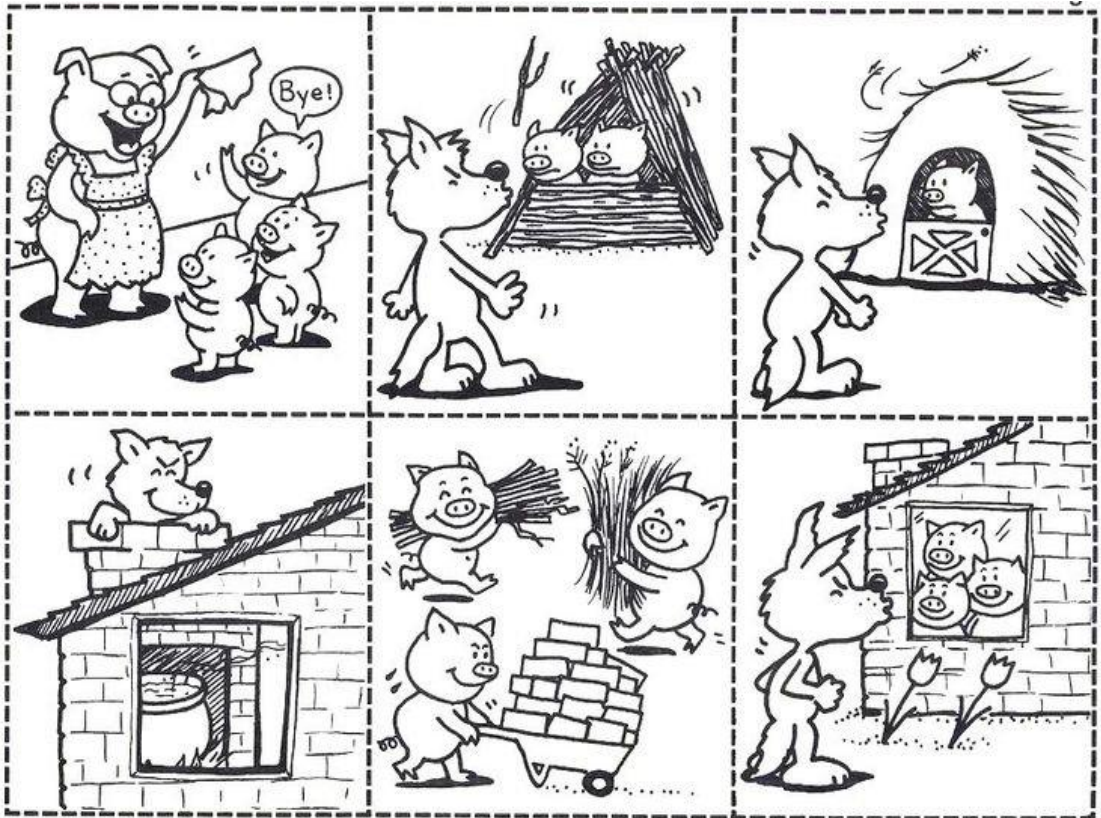
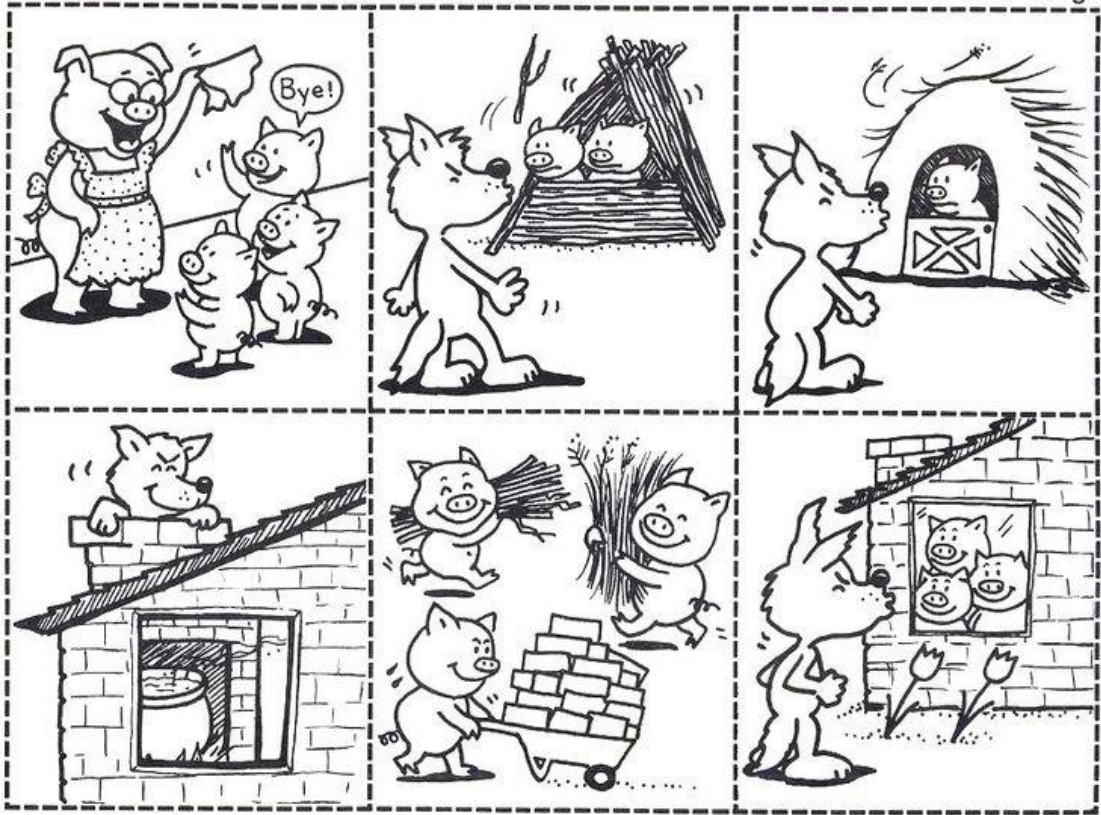
- Inform the students that we are going to create stories to tell to the class, but first we have to discuss what is in a story.
- Provide the words for CHARACTER, SETTING, PLOT, PROBLEM, and SOLUTION
- Explain that we are going to work on describing the first two, CHARACTERS and SETTING.
- Ask students what they think characters and settings are before going on to explain them in more detail.

Procedure

- Start by explaining to students that CHARACTERS are who we see in the story.
- Then explain that there are two kinds of characters, MAIN and MINOR characters. Provide the signs for these distinctions.
- Explain that MAIN characters are the ones we see the MOST of, and that MINOR CHARACTERS we may only see for a bit.
- Show students the storyboard for the 3 little pigs and ask them what story it is (students should be familiar with the story)
 - Ask them what they think the Main characters of “The 3 Little Pigs” are
 - Then ask them for some minor characters
- Explains that settings are the different PLACES we see in the story. Ask students WHERE the story takes place for “The 3 Little Pigs”
- Tell students that characters and settings have details that describe them
 - Characters: What do they look like? How do they feel? What do they like/want? What are they afraid of? Main or minor?
 - Settings: Where is it? What does the place look like? Who goes there? What is it for?
- Inform the students that they are going to write about the characters and settings from “A Bad Case of Stripes”.
- Model what they are going to write:
 - WHO is in the story, and WHERE they go, while also providing descriptions for each.
- Model doing so on the worksheet and identifying Camilla, descriptions for her, and settings in the story.
- Hand out the worksheets and give students time to work on the sheet independently before coming back together to discuss.

Closure

- Bring the class together and have students share what they wrote, write the descriptions they give you on the worksheet and project it for all to see.
- If a student has not shared out, ask them to summarize in ASL:
 - _____ (is) MAIN/MINOR CHARACTER + (description)
 - 2 LOCATIONS, HOME SCHOOL



Unit 2: Lesson 2
3rd Grade

Story Elements Pt.2 (Plot, Conflict, and Resolution)
English Language Arts

Goal/ Common Core Content Standard

CCSS.ELA-LITERACY.RL.3.5

Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

ASL Standards

Presentation of Knowledge and Ideas

1. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant descriptive details, signing clearly at an understandable pace.

ISTE Standards

1. Empowered Learner

Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.

Content Objective

When given a description of “plot” “conflict” and “resolution”, students will identify these 3 elements in a comic strip of “The 3 Little Pigs”, as measured by a worksheet.

Language Objective

Vocabulary:

- Plot
- Conflict
- Problem
- Resolution/Solve
- BEGINNING
- MIDDLE
- END

ASL Objective:

Given a copy of the comic a worksheet, students will use rhetorical questions in ASL to to describe the plot, conflict, and resolution from “The 3 Little Pigs”.

- Plot (WHAT-HAPPEN?)

- Conflict (PROBLEM/CONFLICT WHAT? _____)
- Resolution (SOLVE HOW? _____)

English Objective:

Given a copy of the comic and a worksheet, students will write out a description of the plot, conflict, and resolution from “The 3 Little Pigs.”

Formative Assessment

Teacher questions:

WHAT HAPPENS in the story?

What is the PROBLEM?

How is the PROBLEM SOLVED?

When does this happen? (beginning, middle, end)

Summative Assessment

Worksheet of descriptions

Materials/preparation

Worksheet

Storyboard of 3 Little Pigs

Differentiation

- Some students may need additional support in spelling or identifying English words for signs.
- Students may need varied support throughout the lesson.
- Reminder about what vocabulary to use and how to communicate ideas throughout the activity and group discussion.

BLA-ASL Requirements:

- Role shifting
- Fingerspelling

The Lesson

Intro

- Tell students that we are going to focus on the next 3 elements of stories, PLOT, CONFLICT, and RESOLUTION. Give the signs for each of these words.
- Ask students what they think each means before going on to explain them in more detail.

Procedure

- Explain that plot is what happens in the story.
 - Have a student or students volunteer to describe what happens in the storyboard for the 3 little pigs.
- Emphasize that what happens first, second, and so on, all the way to the end, is the plot.
- Explain that the CONFLICT is the problem in the story.
 - Have 4 students volunteer to role play as the wolf and the pigs. Ask the WOLF what he/she wants (student should respond with “wanting to eat the pigs”)
 - Ask the pigs if they want to be eaten.
 - Emphasize that they want different things; that is CONFLICT.
 - Ask the pigs what they do when the wolf comes, do you STAY, or HIDE?
 - Then ask what the PROBLEM is when they hide. (The wolf blows the house down)
- Ask students when the problem stops and is SOLVED.
- Explain that the RESOLUTION is how the PROBLEM is SOLVED.
- Ask students when the problem shows up and when it is solved.
 - Explain that resolution happens near the end.
 - The end tells us what happens after the CONFLICT is SOLVED. (The pigs are safe and happy)
- Ask students what happens at the very end (which is not clear from the storyboard) and discuss the different endings to the traditional story.

- Now tell the students that they are going to work on their worksheet.
- Model cutting out the comic strip bits and gluing one onto the first square section, and writing a description.
- Tell students to order the plot and write a description.
- Explain that they will need to identify the CONFLICT in the story by circling “Yes” or “No” when a problem is present.

- Inform students that they will write about a possible RESOLUTION of the story at the bottom of the worksheet.

Closure

- Have students share their ending to the story.

Unit 2: Lesson 3
3rd Grade

Story Expressions
English Language Arts

Goal/ Common Core Content Standard

CCSS.ELA-LITERACY.RL.3.5

Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

ASL Standards

Presentation of Knowledge and Ideas

1. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant descriptive details, signing clearly at an understandable pace.

ISTE Standards

1. Empowered Learner

Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.

Content Objective

Given excerpts from different stories and teacher guidance, students will identify important phrases for storytelling and establish language equivalents for ASL and English as measured by a signed GIF.

Language Objective

Vocabulary:

- Once upon a time
- One day
- Off he/she/they went
- Suddenly, instantly, all of a sudden
- Fed up
- Ran into
- From then on, after that
- Happily ever after

ASL Objective:

Given English phrases, students will use ASL to compare signed meanings and which are BETTER and MAKE-SENSE or DON'T MAKE-SENSE.

Given an ASL story, students will analyze and practice important features of storytelling such as role shifting and facial expressions for different characters.

English Objective:

Given a passage from a text, students will use context clues to identify the meaning of the selected phrase.

Formative Assessment

Questions asked by teacher:

What does this mean?

How do we know?

What other phrases do

Summative Assessment

Student created GIFs.

Materials/preparation

Copy of Bad Case of Stripes

Differentiation

- Some students may need additional support in spelling or identifying English words for signs.
- Students may need varied support throughout the lesson.
- Reminder about what vocabulary to use and how to communicate ideas throughout the activity and group discussion.

The Lesson

Intro

- Tell students they are going to watch an ASL story and to pay attention to what the signer does with their body and facial expression.
- Show students the “Gum” story in ASL.
 - <https://www.youtube.com/watch?v=EoUWVrg3YMw>
- Ask them what they noticed about the signer’s body and facial expression.

Procedure

- Emphasize that stories are meant to be entertaining and that we use descriptive language and phrases to make things interesting.
- ASL uses:

- Role shifting to show different characters
- Facial expression to show character traits
- Gesture and imitating to show character actions.
- Tell students that English uses phrases to help stories be more interesting.
- Read through the different excerpts pointing out the vocabulary phrases.
 - Discuss their meaning and model looking for context clues in the sentence and images (if applicable).
- Have students discuss what the phrase means and the best way to show it.
- Then have a student volunteer to record a GIF and add it to the classroom dictionary

Closure

- Ask students about any other phrases they know of that are good for stories or that they want to record and add to the dictionary.

Unit 3: Creating a Story

Unit 3: Lesson 1 3rd Grade	Story Elements and You in the Classroom English Language Arts
Goal/ Common Core Content Standard CCSS.ELA-LITERACY.RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	
ASL Standards <u>Presentation of Knowledge and Ideas</u> 1. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant descriptive details, signing clearly at an understandable pace.	
ISTE Standards <u>1. Empowered Learner</u> Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.	
Content Objective When given a list and description of the 5 story elements, students will apply these to describe their life at school as if it were a story, as measured by a class constructed list of different options for the 5 elements.	
Language Objective ASL Objective: Describe possible scenarios in the school setting for each of the 5 story elements, use vocabulary- CHARACTER (WHO), SETTING (WHERE), PLOT (WHAT HAPPEN), CONFLICT or PROBLEM, RESOLUTION	
English Objective: Students will agree on a concise written English description to be added to the classroom list.	

Formative Assessment

Questions to ask students:

Review: What is _____. (setting, character, plot, problem, resolution)

Which section do we write that (their description) in?

How do we write that? Is it ok how we wrote it?

Summative Assessment

Completed list of element examples

Materials/preparation

Chart paper to describe:

- Character
- Setting
- Plot
- Conflict (Problems)
- Resolution

Differentiation

- Pair shares, wait time
- Reminder about what vocabulary to use and how to communicate ideas throughout the activity and group discussion.

BLA-ASL Requirements:

- Fingerspelling
- Use eye gaze to elicit participation (IMPORTANT).

The Lesson

Intro

- Remind students that we are still going to create our own signed story to tell to the class.
- Inform them that we will work together to brainstorm some ideas for short stories.
- Tell them we are going to imagine that we are in a story here at school.
 - Tell them that we can pick characters, settings, a plot, a conflict, and a resolution for a story here at school.

Procedure

- Ask students that if we imagine being in school as a story... who would the characters be. (WHO is here at school?).
 - If they do not seem sure how to answer, provide an example by explaining that you as the teacher here at school, and add your name to the list of characters on the poster sheet or google slide.
 - Support students with pair shares before sharing out to the class.
 - Provide a short description of the character (POSITIVE DESCRIPTIONS ONLY)
- When a student shares to the class, add what they have dictated onto the list. You may ask them to summarize a lengthy description; ask them if the phrasing is ok.
- Ask them to then record a GIF of the description, all or part of it (this will be added to the classroom dictionary and hyperlinked to the digital chart for future lessons)
- Then ask students what different places are here at school and list them under setting.
 - Use pair share to allow students time to discuss.
 - Have them give a short description.
- For plot, ask students to think of real or made up situations that occur at school.
- Similarly, do so for conflict and resolution.
 - You may want to ask the same student to give a resolution for their proposed problem

Closure

- Have students practice signing the ideas we have listed by doing a pair share activity in which partner A describes one item from the list, and partner B guesses if it is under Character, Setting, Conflict (Problem), or Solution.

Unit 3: Lesson 2
3rd Grade

Story Elements and You in the Classroom
English Language Arts

Goal/ Common Core Content Standard

CCSS.ELA-LITERACY.RL.3.5

Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

ASL Standards

Presentation of Knowledge and Ideas

1. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant descriptive details, signing clearly at an understandable pace.

ISTE Standards

1. Empowered Learner

Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.

Content Objective

Given the list of examples for the 5 story elements, students will develop an informal short story in ASL that contains all 5 elements, as measured by their signing of the story or experience.

Language Objective

ASL Objective:

Follow ASL standard to present a story that noticeably contains the 5 elements of a story.

English Objective:

Use worksheet to help outline their story.

Formative Assessment

Outline sheet

Summative Assessment

Signed story performance/experience

Rubric:

4- Story is clear, has 5 elements, and descriptions for characters and settings.

3- Story is clear, contains all 5 elements of

2- Story is mostly clear, has at least 4 elements.

1- Story is not clear, has less than 4 elements.

Checklist:

Does your story have:

characters?

do you describe the characters?

settings?

do you describe the settings?

a plot?

a conflict/problem?

a resolution?

Did you practice your story?

Materials/preparation

List of ideas from previous lesson (now with new elements added related to teacher's modeled story)

Outline Sheet

Rubric + Checklist

Differentiation

- Students may need varied support throughout the lesson.
- Reminder about what vocabulary to use and how to communicate ideas throughout the activity and group discussion.

BLA-ASL Requirements:

- Role shifting
- Be Explicit and Elaborate (state the unstated)
- Fingerspelling

The Lesson

Intro

- Gather the students and model a short signed story (around 2 min.) that occurs at school.
- After the story is done emphasize that it had the 5 elements we have been discussing.
- Show our previously constructed list (that now contains your added story elements)
- Ask students to identify the CHARACTERS, the SETTINGS, the CONFLICT, and the RESOLUTION.
- Then ask students what the PLOT was.
 - Ask them what happened first, next, and so on.
 - Repeat portions of the story if necessary.

Procedure

- Tell students that they are going to create their own short story that takes place at school. (Must be appropriate)
- Inform them that the story can be real, made-up or a mixture of both.
- Hand out the rubrics and checklist to inform them of what their story needs, and go over it with the students.
- Inform them that they can choose ideas from the list we made.
- Hand them the outline paper for them to use as a tool to remember their story
 - Show your own version of the outline used for your story as the teacher, and emphasize that it is an outline, meaning short notes are used and not meant to be filled out with long descriptions.

- Show that as you go over each part on the outline you are checking off something from the checklist.
- Finally, allow students to be able to role play and tell a story in partners, but they must complete their own outline and checklist.
- Give students time to create and practice their stories.

- When it is time to share out, make sure to model good behavior and listening skills.
- Tell the class that they will need to pay attention because we may ask them questions after the story is done.

Closure

- Have students share their stories to the class.
 - Ask the class questions about a specific element from the story.
- Collect their outlines and think of additional phrases that they could use in their story, be prepared to make GIFs for phrases so that students may find them in the classroom dictionary later.

Unit 3: Lesson 3
3rd Grade
Arts

Creating Slides
English Language

Goals

CCSS.ELA-LITERACY.W.3.3

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

ASL Standards

Presentation of Knowledge and Ideas

1. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant descriptive details, signing clearly at an understandable pace.

ISTE Standards

1. Empowered Learner

Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.

Content Objective

Given a list of descriptive vocabulary phrases for actions and appearance, students will add details to their story's graphic organizer that they have filled out in the previous lesson, as measured by a rubric and their writing on a google slides template.

Language Objective

ASL:

Given teacher notes and their graphic organizer, students will describe their English writing with ASL and compare the best way to sign the information.

English:

Given teacher notes and their graphic organizer, students will write out sentences on Google Slides, using phrases and descriptions we have discussed in class.

New Vocabulary:

Students will record **ASL** GIFs for new **English** vocabulary that they think will be valuable in their writing.

Formative Assessment

Formative Assessment questions:

How do we write that?

What does that mean?

Which phrase/word is best for your story?

Summative Assessment

Google slides with typed story.

Materials/preparation

Google slides/Powerpoint (template will be used for modeling and student creations)

Sample story outline with notes

The Lesson

Introduction

- Hand students their graphic organizers back with teacher notes for additional phrases to include in their writing.
- Have students look up the additional phrases that have been given to them by looking them up in the classroom dictionary (make sure there already exist GIFs for the vocabulary)
- Tell students that they will begin transferring their writing to slides.

Procedure

- Open up google slides and model typing out information from a graphic organizer.
 - Make sure to show to create a title for the their slide story.
- Explain that they will write in one area and leave another portion blank for an image later.
- Model that when they are done with a slide, to hit enter and move on to the next slide.
- Inform them that they will use a template that follows what was shown.
- Provide the template to the students and have them work on creating their slides.
- Encourage them to edit their writing according to teacher notes and include phrases that were given to them.

Ask formative questions and provide assistance as students add their information to slides.

Closure

Bring students together and ask them to think about vocabulary they want to highlight by including a signed GIF relating to that word or phrase.

Have them actually highlight the words and phrase on the slides.

Allow them to do so and finish any other edits they want to make.

Modifications

Students may have preferred seating for visual needs.

Read aloud will follow an increased visual emphasis, depending less on text.

Unit 3: Lesson 4 3rd Grade Arts	Final Edits English Language
Goals <u>CCSS.ELA-LITERACY.W.3.3</u> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. ISTE Standards <u>6. Creative Communicator</u> Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.	
Content Objective Given teacher notes for their story, students will make final revisions and add media to their slides relating to vocabulary in they have used in the text, as measured by a rubric and the accuracy of their images. Language Objective ASL Students will select and create ASL GIFs to add to their slide. English Students will review their writing, using the dictionary as a support to verify that their phrasing and spelling of the vocabulary is correct.	
Formative Assessment Formative Assessment Questions: Does your writing make sense? Is it written correctly? Teacher observations of students technology use.	
Summative Assessment Google slides now complete with media. Checklist rubric	
Materials/preparation Slides	

Gif Maker app

The Lesson

Introduction

Model the procedure of highlighting text on the slides and then adding a GIF:

- Go to the slide and use a think aloud strategy to pick a good phrase or word that will make the slide interesting.
- Highlight it and then ask yourself “what is the best way to sign it for this story?”
- Record a GIF and show how to add it to the slide and where.

Procedure

- Give students the opportunity to go through and select vocabulary from their slides that they wish to add GIFs for.
- Tell them to follow the same process
- They may only make one GIF per slide.

*Early finishers may add additional ordinary images to their slide, edit colors, etc.

Closure

Tell students that they are going to go through their own slides and practice signing their story, making sure to use whole meaning translations, not word for word translations.

Let them know they will be presenting the next day.

Modifications

Students may have preferred seating for visual needs.

Read aloud will follow an increased visual emphasis, depending less on text.

Unit 3: Lesson 4 3rd Grade Arts	Presenting a story English Language
Goals ASL Standards <u>Discourse and Presentation: Presentation of Knowledge and Ideas</u> 2. Create engaging stories or poems that demonstrate fluid signing at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details ISTE Standards 6. <u>Creative Communicator</u> Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.	
Content Objective Given a teacher modeled story, students will tell their stories to the class in ASL, making connections to the media and text on their slides, as measured by their presentation and self-evaluations. Language Objective ASL: Language equivalents in ASL are clear and used correctly in a fluent manner. Fingerspelling is used clearly and provided with context. English: English vocabulary and phrases are used correctly on slides.	
Formative Assessment Students will mark off a checklist as they practice signing their story Includes: <ul style="list-style-type: none"> - Does each slide make sense? - Is the picture related to the text? - Do you know how to sign a clear version of the text? 	
Summative Assessment Final presentation (will be recorded) Self Evaluation forms	
Materials/preparation Prepared slide story	
The Lesson <u>Introduction</u>	

Tell students that today is the day we present. Set up behavior expectations, that they will be attentive to the presenter and not distract or disrupt.

Model how to present with a slide story.

- Use chaining to connect vocabulary, signing, and GIFs/images
- Use Role shifting and facial expressions for characters
- Have another student or adult be in charge of changing slides.

Procedure

- Have students go up and present their story.
- Record their presentations on their iPad.
- Have every student present.

Closure

Hand out a reflection sheet for students to use while viewing themselves signing their story from their iPad recording. Have them check off if they felt they hit the different marks for presenting, and what they would change if they could present again.

Modifications

Students may have preferred seating for visual needs.

Read aloud will follow an increased visual emphasis, depending less on text.

Materials for this entire unit are located below

Name: _____

Date: _____

Story Checklist ✓

Does your story have:



___ Characters

___ Good Character(s)

___ Bad Character(s)



___ Settings

___ Problem/Conflict

___ Resolution

___ Plot



First Second Third Fourth Fifth
1st 2nd 3rd 4th 5th

Is it in order?

___ Beginning

___ Middle

___ End

___ Story Words

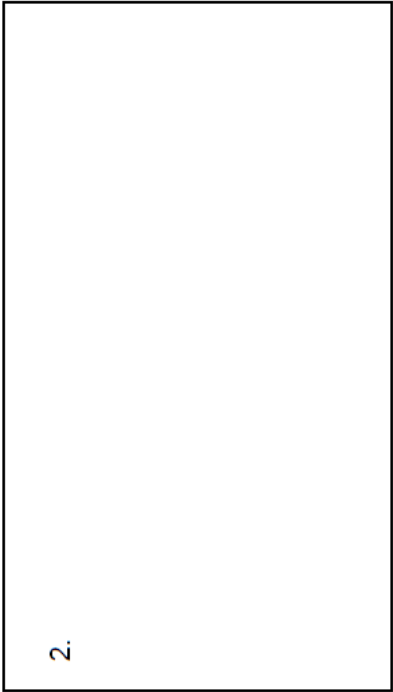
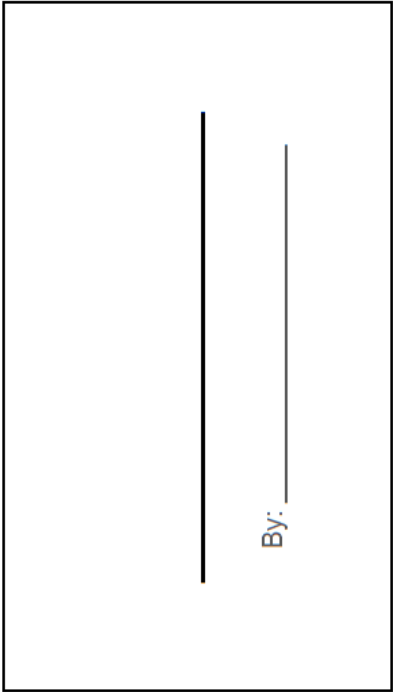
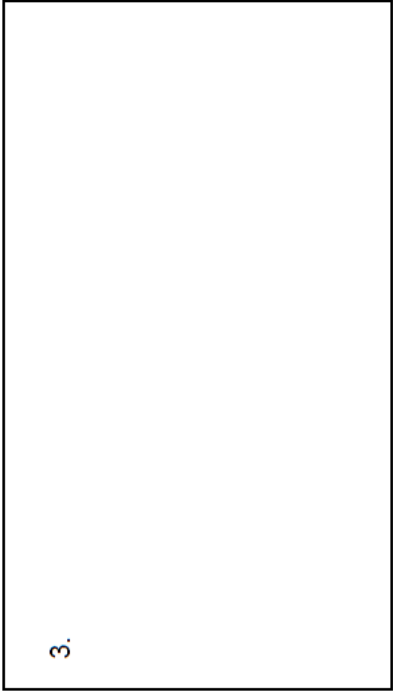
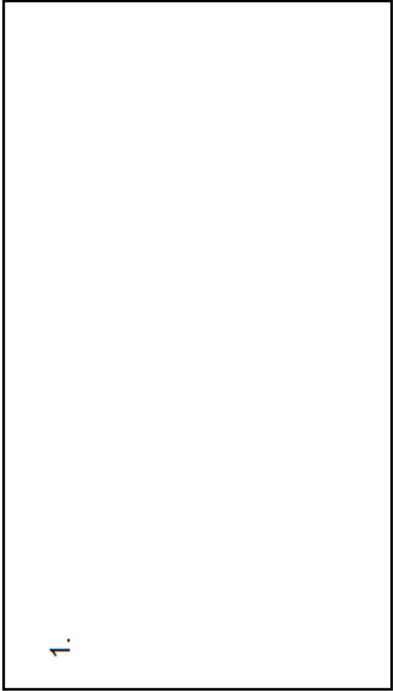
1. _____
2. _____
3. _____

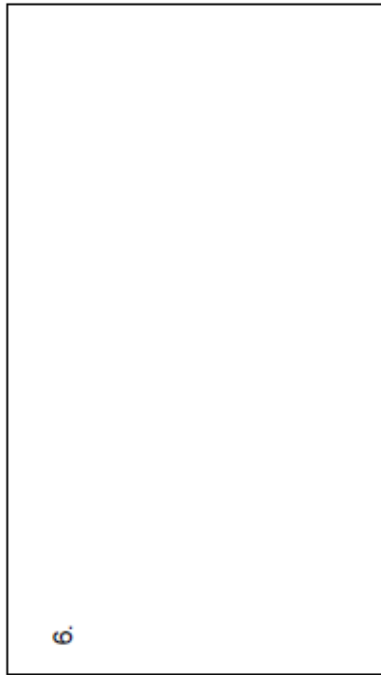
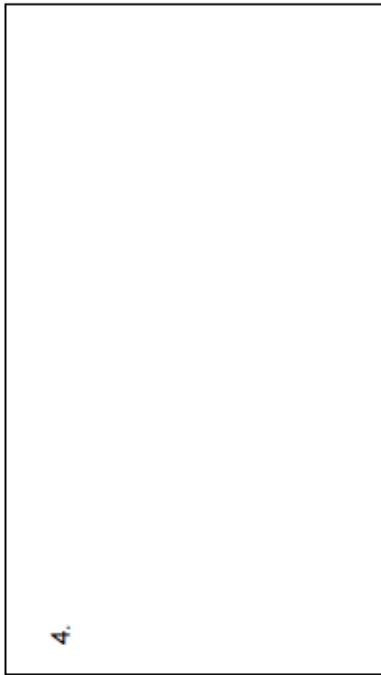
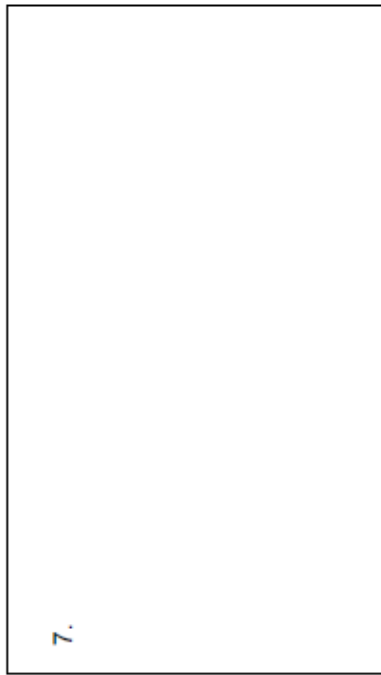
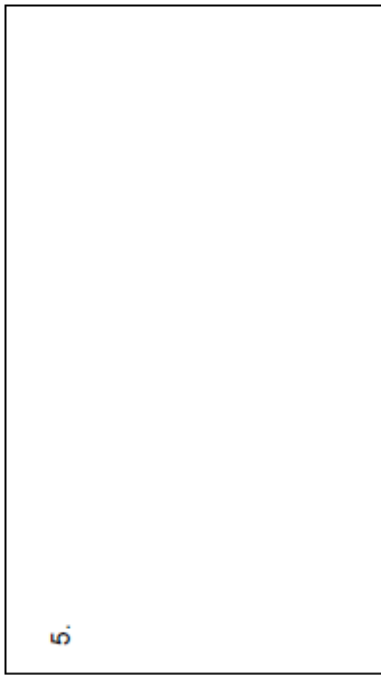
Name: _____ Date: _____ #: _____

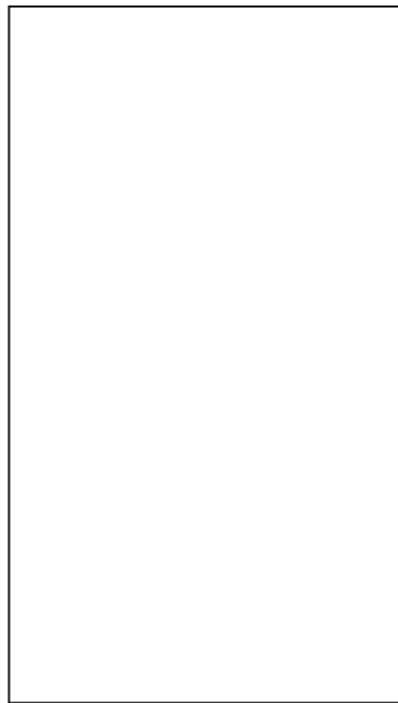
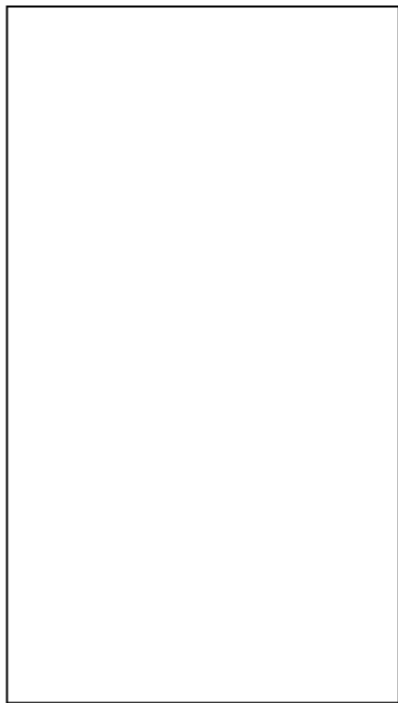
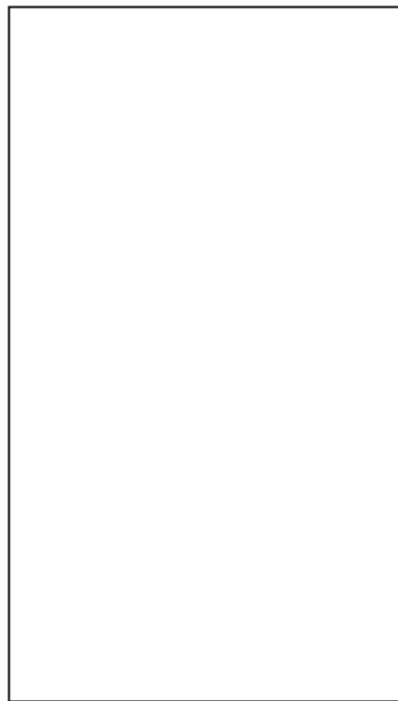
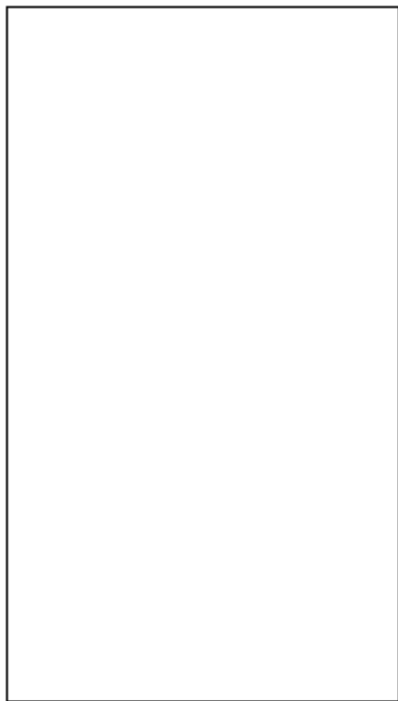
Writing Parts of a Story

Title: _____

Setting:	Characters:
Beginning:	Middle (Problem):
Solution:	End:







Story Words

These are examples of words you can use in a story.

Beginning:

once upon a time, last night, one day, there once was, one night, last summer, in the beginning, it was a dark and stormy night....., (use a question)

Middle:

then, all of a sudden, suddenly, later, next, so, but, still, yet, for, hence, therefore

Ending:

finally, lastly, the end, in the end, at last

Story Words

These are examples of words you can use in a story.

Beginning:

once upon a time, last night, one day, there once was, one night, last summer, in the beginning, it was a dark and stormy night....., (use a question)

Middle:

then, all of a sudden, suddenly, later, next, so, but, still, yet, for, hence, therefore

Ending:

finally, lastly, the end, in the end, at last

Retrieved from:

http://www.busyteacherscafe.com/worksheets/mini_offices/story%20words.pdf

Appendix B

The following pages contain figures of student work samples retrieved from the curriculum implementation.

ASL SCALE OF DEVELOPMENT					
	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
Progression of Academic and Social Language Development	<p>The student is observant of language being modeled in the environment. She/he can imitate actions and facial expressions.</p> <p>Can use gesture to communicate or can physically demonstrate behaviors (e.g., show the action of falling by pretending to fall)</p> <p>Can use facial expressions to clarify meaning (e.g., head nods and smiling).</p> <p>Is beginning to maintain eye contact with adults or peers, but is not consistent.</p> <p>Recognizes some signs as representing objects in immediate environment.</p>	<p>The student demonstrates more confidence using ASL but still prefers to converse one-on-one with peers or teacher.</p> <p>Will inquire about meaning of signs or words that are not understood.</p> <p>Can use basic ASL to communicate needs and share feelings. Can use gestures when words are not readily available.</p> <p>Can retell, ask and answer simple questions, and summarize.</p> <p>Eye gaze is longer and more purposeful.</p>	<p>The student is increasingly confident speaking in front of group or participating in class discussions.</p> <p>Can discuss academic ideas such as main points of a story or a science or history project.</p> <p>Able to analyze, explain, describe and define using content-related vocabulary.</p> <p>More use of eye gaze when following conversational turns.</p>	<p>The student is much more comfortable and confident in sharing ideas or information in front of the class.</p> <p>More fluent in following the conversation of two or more people. Can respond to questions with details.</p> <p>Consistently comprehends general meanings, and demonstrates understanding of nuances and implied meanings expressed by body language, facial expressions or words.</p> <p>Starts to engage in ASL sign play by manipulating signs within ASL lexicon rules or other kinds of inventive sign play (e.g., can create slang or jokes).</p>	<p>Can carry a conversation or classroom discussion without difficulty.</p> <p>Code switches to match the ASL skills of other deaf students, teacher, or hearing people.</p> <p>Able to decipher general and implied meaning including idiomatic, figurative language</p> <p>Able to adapt language to formal and casual registers depending on audience and purpose.</p> <p>Has no difficulty with academic language of the classroom. Able to discuss and understand abstract ideas.</p>
Questions	<p>Expresses what she/he wants by shaking his/her head, and sometimes responding to questions and simple commands with "yes" or "no".</p>	<p>Uses appropriate facial expressions with eyebrows when asking wh- or yes/no questions. Can respond to simple "wh-" questions (e.g., who, what, where, why).</p>	<p>Asks and responds to more type of questions that include signing (e.g., FOR-FOR?", "HOW?", WHEN?" or "WHICH?" using appropriate facial expressions.</p>	<p>Asks bracketed questions, i.e., starting and ending a question with wh-question.</p>	<p>Able to ask any questions fluently and properly.</p>
Syntax	<p>Uses simple or basic single word signs and use sometimes combination of two to three signs to make a sentence or phrase based on needs or wants. (e.g., MY NAME (fs), HE PLAY, ME HUNGRY EAT).</p>	<p>Start to use ASL sentence structure including different combinations of subject, verb, object and location (e.g., LSOV-home (?), MOM JUICE DRINK).</p>	<p>Begins to use more complex sentence structures such as rhetorical questions and topicalization (e.g., MY FAVORITE SUBJECT? SCIENCE. DRESS RED) but not always in correct word order or facial expression.</p>	<p>Uses conditionals, facial adverbials (if—then statements), rhetorical comment (e.g., WHY? I LIKE IT.), and topicalization with consistent accuracy.</p> <p>Able to uses topic continuation (i.e., holding the topic on one hand and continuing to sign the comment on other hand).</p>	<p>Able to do all the sentence structures mentioned on the left with ease.</p>
Verbs	<p>Uses plain verbs consistently. (e.g., DRINK, TASTE, PLAY, UNDERSTAND).</p> <p>Uses noun-verb pairs (e.g., DOOR/CLOSE-DOOR, AIRPLANE/FLY).</p>	<p>Demonstrates emerging use of subject-verb agreement (e.g., directional: I-BEAT-HIM, CALL-HER, GIVE-ME); geographical: (e.g., FLY-TO, MOVE-THERE); reciprocal: (e.g., KISS, AGREE).</p>	<p>Capable of using spatial subject-verb agreement (e.g., YOU-GIVE-ME, HE-ASKS-HER).</p> <p>Shows verb inflection for temporal aspect (e.g., READ, READ-QUICKLY, READ-A-LONG-TIME).</p>	<p>Continues to show development of intensity (COMFORTABLE, SERIOUS, LONG TIME), manner, (TIPTOE/STOMPS) and temporal aspects in including number and distribution with verbs (e.g., ASK, ASK AGAIN; ASK MANY PEOPLE AT DIFFERENT TIMES; ASK A GROUP OF PEOPLE).</p>	<p>Uses verb with wide register depending on situation.</p>

Figure 0.1 ASL Scale of Development page 1

Classifiers	Demonstrates emerging use of classifiers to describe basic objects (e.g., DCL:C- ball, or DCL:B- box).	Uses instrument classifiers (e.g., PULL-OUT; ZIP-UP; TURN-ON-TV). Uses more locative classifier to show relationship with other objects (e.g., LCL: 1- pencil, on desk LCL: B). Starts to use classifier manner of verb (e.g., "3" car move up and down, person "1" walking by).	Uses descriptive classifiers to describe nouns, including color, size, shape, and quality (e.g., hairstyle, body type, size, texture).	Continues to use descriptive classifiers to show intensity for noun-size, shape, texture, and quality (e.g., LIGHT, BRIGHT; ROAD, BUMPY). Show number and location through plural spatial classifiers (e.g., two people walking, people seated in a circle; line of people; books in row).	Uses classifiers with ease without being conscious about it.
Pronoun	Use of index finger to point at self, people, objects or places in present environment (gestural/ nonlinguistic).	Uses both personal and possessive pronouns with HS "1" or "5" (linguistic).	Uses reflective pronouns with HS- "A" (yourself, myself, himself).	Can analyze and/or compare and contrast two items/person/stories (using appropriate placement in space).	Can describe a situation involving more than two items/person/stories
Formal Expressive Skills (Storytelling or Presentation)	While storytelling or talking, can talk about what is in the immediate environment. Can point to pictures or talk about events that happened in the here and now. Copies actions or facial expressions of others.	During storytelling or retelling a story, uses a little or no role shifting and placements of characters. Tends to place characters in the same place. No clear sequence of time. Can talk about past and things that are not present, but still needs to act it out or use objects to demonstrate past events.	Begins to place points in space for characters. Exhibits role play, but body shifting, eye-gaze and facial expressions aren't consistent. Also, doesn't always use the time sequence accurately. Can talk about past and things that are not present without acting it out (e.g., actually falling to the ground).	Use of role play, role shift, grammatical facial expressions, and eye gaze are more consistent. Able to talk abstractly about people or things that aren't present. Can use referencing more accurately. More consistently able to sequence objects, give step-by-step instructions or clearly explain the order of events.	Character placement (spatial referencing) and identification are clear. The signer takes on various characters' perspectives.
Fingerspelled Words	Responds to her/his fingerspelled name and can use name signs and signs of others.	Demonstrates emergent use of fully fingerspelled words including short words, name of person or place. Uses fingerspelled English words to ask for a sign translation.	Includes: fingerspelled words in conversation, but may not always understand fingerspelled words. Increasingly will fingerspell English words for sign translation.	Understands fingerspelled words and fingerspells fluently.	Fingerspelled words become lexical signs. (i.e. "what" "back" "ok" "early")
Cultural Behavior	Starts to respond to attention-getting techniques (e.g., tapping on shoulder, waving a hand in his/her field of vision, flashing lights).	Can appropriately get others' attention and readily responds to attention-getting methods (e.g., tapping on shoulder, stomping on floor, or waving hands). Begins to seek out and enjoy ASL literary forms (e.g., ASL storytelling and ABC stories).	More appropriate use of attention-getting techniques (e.g., asking someone to tap another person because they are beyond his/her reach). Begins to express his/her own literary forms (e.g., ASL storytelling or ABC stories).	More sensitive to communication needs of others (e.g., moving so others can see, giving full attention, and making appropriate responses to indicate understanding). Continues to enjoy and express literary forms.	Can re-cap or summarize for someone if he/she has missed something because they were absent or out of visual field. Capable of explaining in different ways if not understood at first.

[University of California, San Diego](http://www.ucsd.edu)

Figure 0.2 ASL Scale of Development page 2

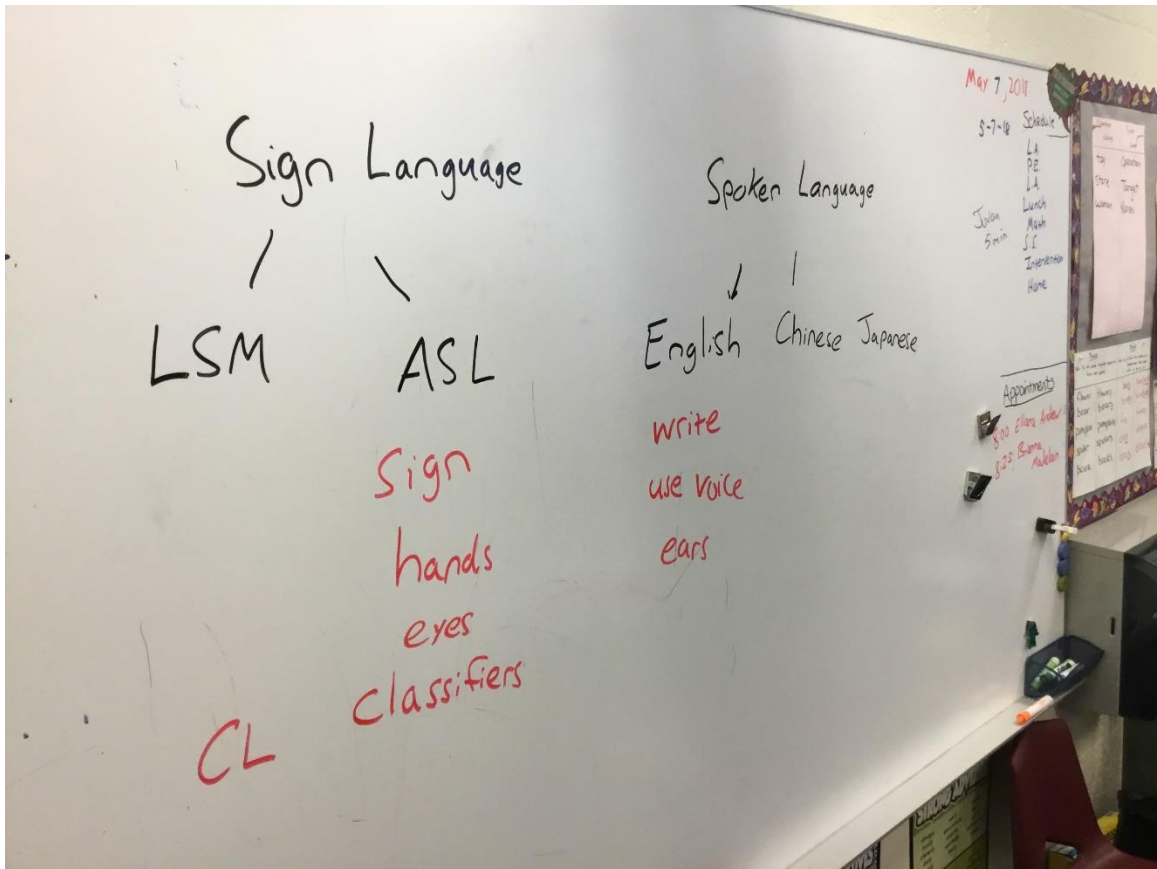


Figure 1.0 *Sign Language vs Spoken Language descriptions*

ASL	English
CL: 4	Stripes, checkers
CL: 1	Thermometer, swirls, bacteria tails
CL: C	Stars
CL: F	polka dots
CL: 5	fat, virus ball

looks like

Figure 1.1 *Classifiers and their English descriptions, "looks like" was written on the board for spelling assistance as requested by several students.*

Who?	What do they do?
Psychologist	talks to you helps
Herbalist	Plants makes medicine
Allergist	helps with cough medicine for cold allergy
Nutritionist	Healthy food Vegetables fruit
Psychic	magic ball see future
Medicine Man	Native
Guru	
Veterinarian	

Figure 1.2 Co-constructed chart from lesson Unit 1 Lesson 3

Cause	Effect
1st day of school	Camilla is worried.
Camilla's friends don't like lima beans.	Camilla never eats lima beans.
Camilla never eats lima beans	Camilla gets stripes.
Time for pledge of Allegiance	Camilla stripes turn red white and blue. and she broke out in stars.
Camilla was honest and admits she loves lima beans.	Camilla turns back to normal.
Camilla takes her medicine.	Camilla becomes a giant pill.
Kid shouts "purple polka dots!"	Camilla get purple polka dots
Kids tease Camilla	Camilla feels low.

Figure 1.3 Co-constructed chart from Unit 1 Lesson 4

The ^{Who?} 3 Ninja Pigs ^{Where?}

<p>Characters</p> <p>The Three Pigs</p> <p>Ninja - blows house down, arrogant</p> <p>Wolf - mean, calls pig 3 bacon</p> <p>Pig 1 - Lazy</p> <p>Pig 2 - Not as lazy</p> <p>Pig 3 - Focused, hard worker</p>	<p>Setting</p> <p>Ninja school dojo</p> <p>straw house bamboo house brick house</p>
---	--

Plot ^{what happens?}

<p>Problem/Conflict</p> <p>The wolf blows houses down.</p>	<p>Resolution</p> <p>Pig 3 scares the wolf away.</p>
---	---

Figure 1.4 Co-constructed chart from Unit 2

Characters	Setting
3 Little Dinosaurs	metal house
Big Bad Dinosaur	wood house
Puppy ← 2 deaf 1 hearing	stick house
big bad dog	rock house
Alligator	Flower house
dragon	brick house
big bad Shark	glass house
Little mermaids	under water
Unicorn ← 1 deaf 2 hearing	cushion house
Problem/Conflict	Resolution
Bad character	Big bad dog realizes
wants to destroy	she is the mommy
house.	Dragon smells flowers
Bad dog digs into house	and becomes good.
Bad character is mean	
Dragon wants to burn	
house down.	

Figure 1.5 Co-constructed chart from Unit 3

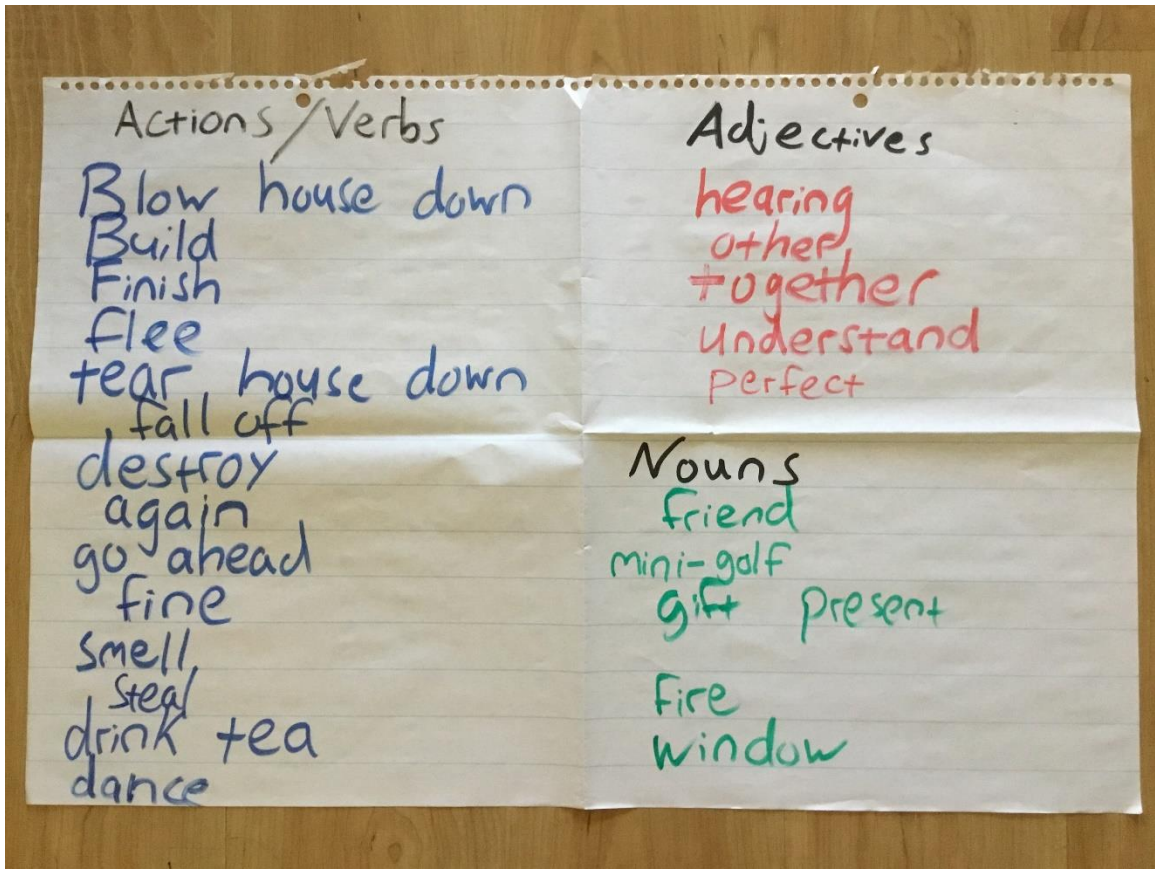


Figure 1.6 Spelling support chart for words students asked. Unit 3

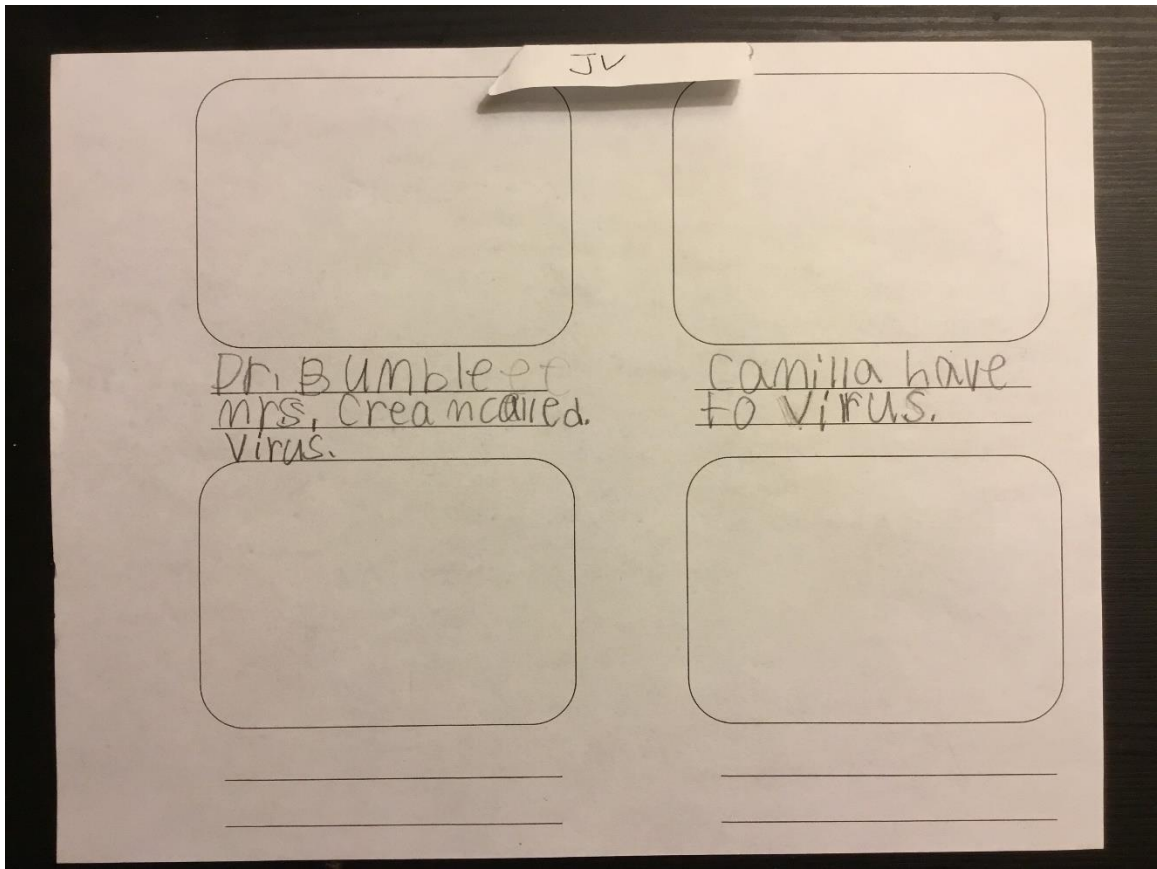


Figure 2.1 JV writing sample from Unit 1 Lesson 1 (worksheets retrieved from classroom)

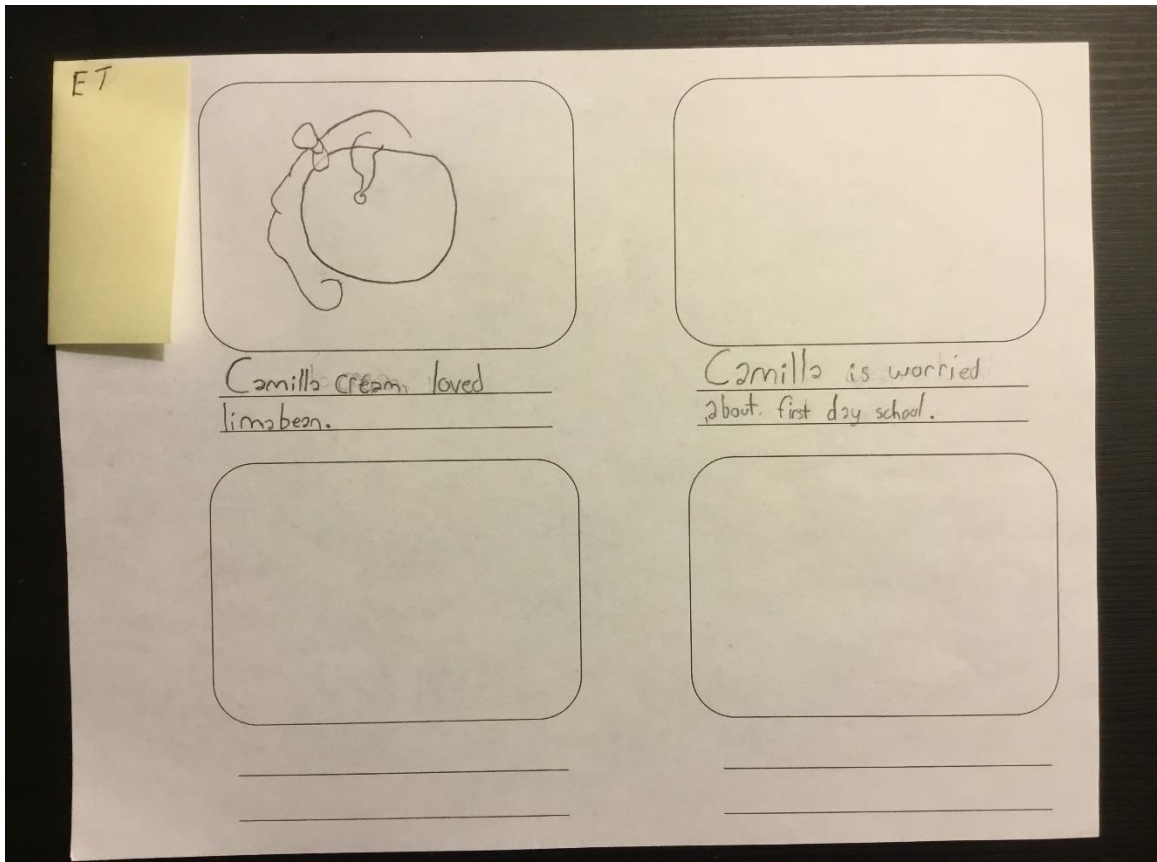


Figure 2.2 ET writing sample from Unit 1 Lesson 1 (worksheets retrieved from classroom)

Name: JV


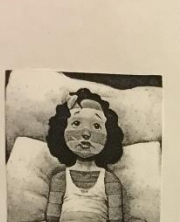








 <p>Camilla is worried about her first day of school.</p>	 <p>Camilla have stripes.</p>	 <p>Camilla have flag class.</p>	 <p>The students call out "Polka dots!" and "Checkerboard!"</p>	 <p>The specialists examine Camilla.</p>
 <p>Camilla looks like pill.</p>	 <p>Camilla have virus ball.</p>	 <p>She has picture with your room.</p>	 <p>Camilla admits she likes lima beans.</p>	 <p>Camilla back to normal eat to be</p>

Figure 2.3 JV writing sample from Unit 1 Lesson 2

Name: ET



Camilla is worried about her first day of school.



Comilla color is Rainbows Stripes



her has white, blue, red have stars



The students call out "Polka dots!" and "Checkerboard!"



The specialists examine Camilla.



She has glands and medicine.



Camilla has body in Virus and bacteria.



She has picture eyes, tray mouth bed, the She has nose in room Camilla.



Camilla admits she likes lima beans.



She want eat lima beans and No more stripes

Figure 2.4 ET writing sample from Unit 1 Lesson 2

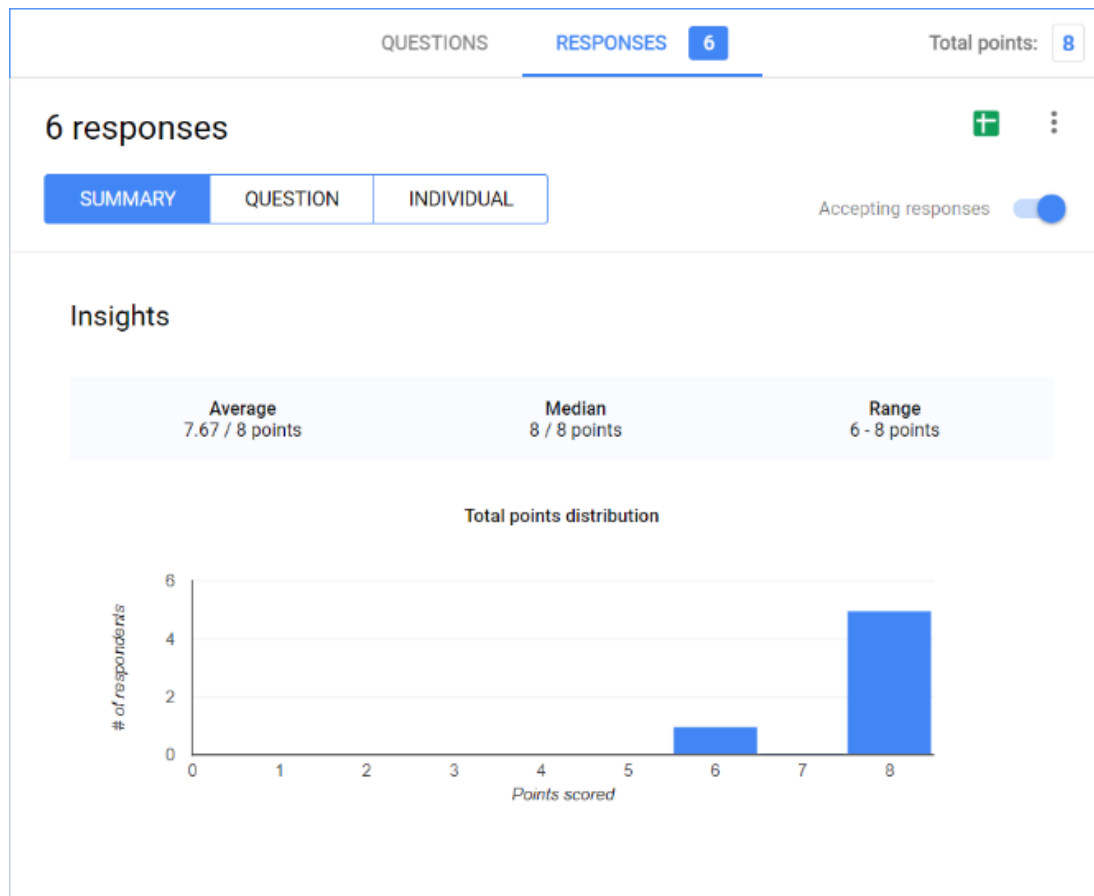


Figure 2.5 Results of students' "Word Hunt" google form activity, Unit 1 Lesson 3

Name

JV




Cause	Effect	Picture
Camilla takes her medicine.	Camilla becomes a Giant Pill.	
One yelled out "Let's see some purple polka dots!"	Sure enough Camilla turned all purple polka dotted.	
Dr. Gourd finally spoke. "It might be a virus, suddenly,	suddenly, fuzzy little virus balls appeared all over Camilla.	

Figure 2.6 JV writing sample from Unit 1 Lesson 4

ET

Name:




Cause	Effect	Picture
Camilla never eats lima beans.	Camilla get stripes.	
Camilla take her medicine.	Camilla becomes a giant pill.	
Time for Pledge of Allegiance.	Camilla stripes Turn red white and blue. and she broke out in stars	

Figure 2.7 JV writing sample from Unit 1 Lesson 4

ET

Write 3 sentences with new words from our dictionary.

1. Wow you impress art amazing!

2. Camilla is completely covered Rainbow!

3

Use search to type and find veterinarian and psychologist. Write 2 sentences for the words.

Figure 2.8 ET writing sample from extra practice material, Unit 1

JV

Write 3 sentences with new words from our dictionary.

1 I decided to go to doctor put to Camilla ointment.

2 I mom said not go to school Camilla said relieved.

3 doctor said virus contagious?

Use search to type and find veterinarian and psychologist. Write 2 sentences for the words.

Figure 2.9 JV writing sample from extra practice material, Unit 1

ET

Name

Date: May 30th, 2018 #:

Writing Parts of a Story

Title: The three little dino and the Big Bad dragon


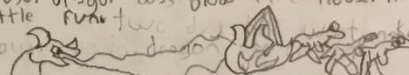
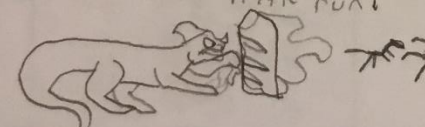
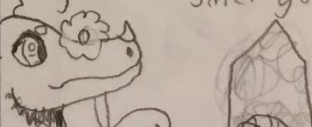
<p>Setting:</p> <p>Wood house, Rock house, Strong house, flower house</p>	<p>Characters:</p> <p>The three little Dino and the Big bad Dragon</p>
<p>Beginning:</p> <p>The Once upon a time, "three little dino make your house" she said mom old. "Careful Big Bad Dragon it so dangerous, Be careful don't in house dragon."</p> 	<p>Middle (Problem):</p> <p>The three little dino, said "I can get the build make is wood house. One day, Dragon are coming! three little dino she, saw dino black. "I can in the house." "No, no, no I don't want in dragon." "I will kick your house. dragon was blow fire house. three little run two..."</p> 
<p>Solution:</p> <p>Two day make house strong house, please give me. dragon are coming. "I want in the house." "No, no, no." "I will kick. The three little run..."</p> 	<p>End:</p> <p>When last, make flower house dragon are coming! "I will in house." "No, no, no." "I will flower down, and kick! I dragon was small good. The end"</p> 

Figure 3.1 ET writing sample for Unit 3

Name: ET

Date: _____

Story Checklist ✓

Does your story have:

Characters



Good Character(s)

Bad Character(s)

Settings



Problem/Conflict

Resolution

Plot

Is it in order?



First 1st Second 2nd Third 3rd Fourth 4th Fifth 5th

Beginning

Middle

End

Story Words

1. once upon a time

2. one day

3. the next day

Figure 3.2 ET checklist for story elements. She used it to make sure she had all the parts needed.

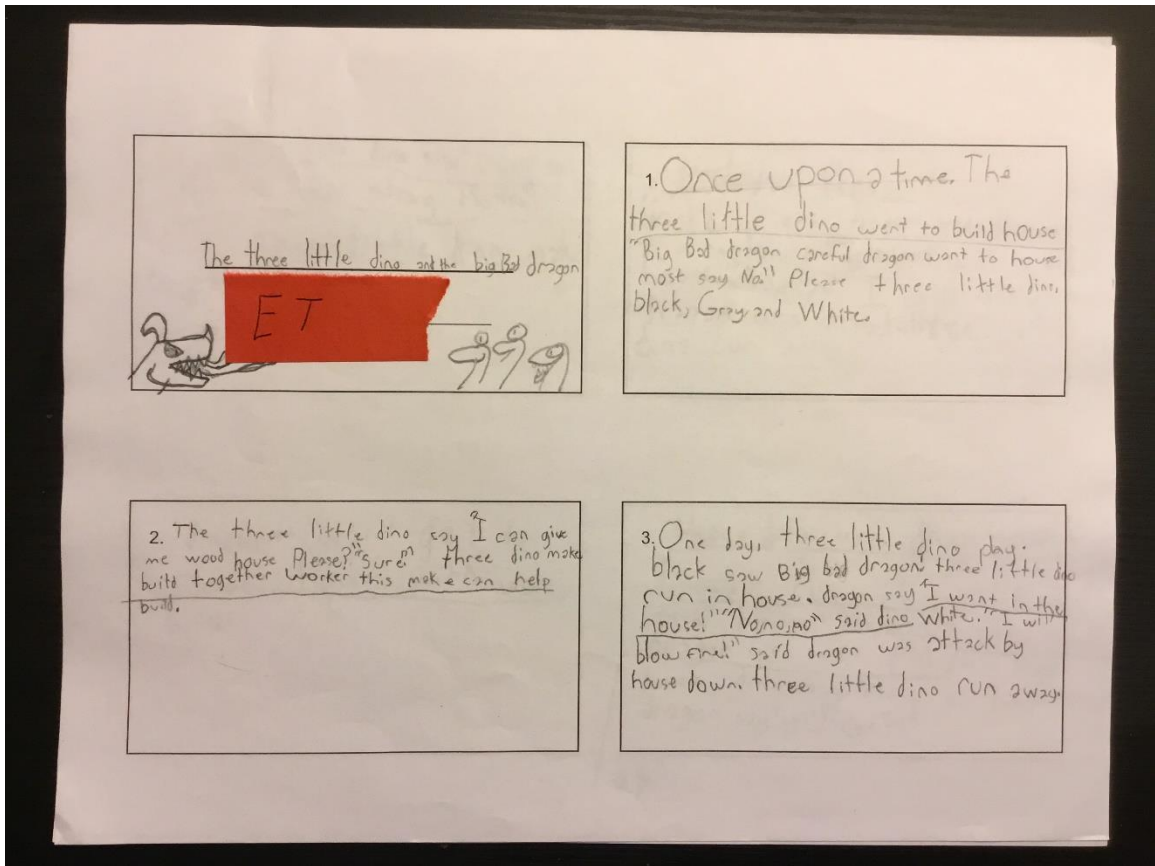


Figure 3.3a ET writing sample, story draft. ET wrote independently. 1 of 3

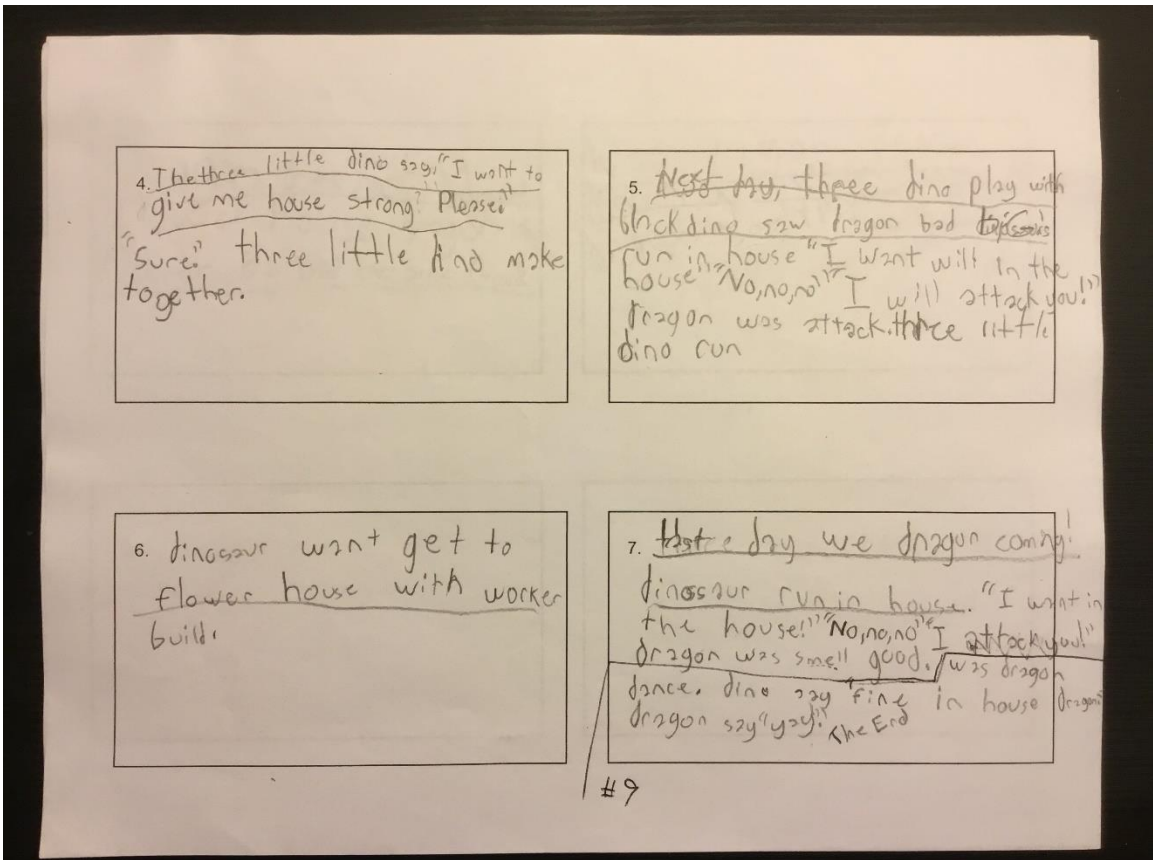


Figure 3.3b ET writing sample, story draft. ET wrote independently. 2 of 3

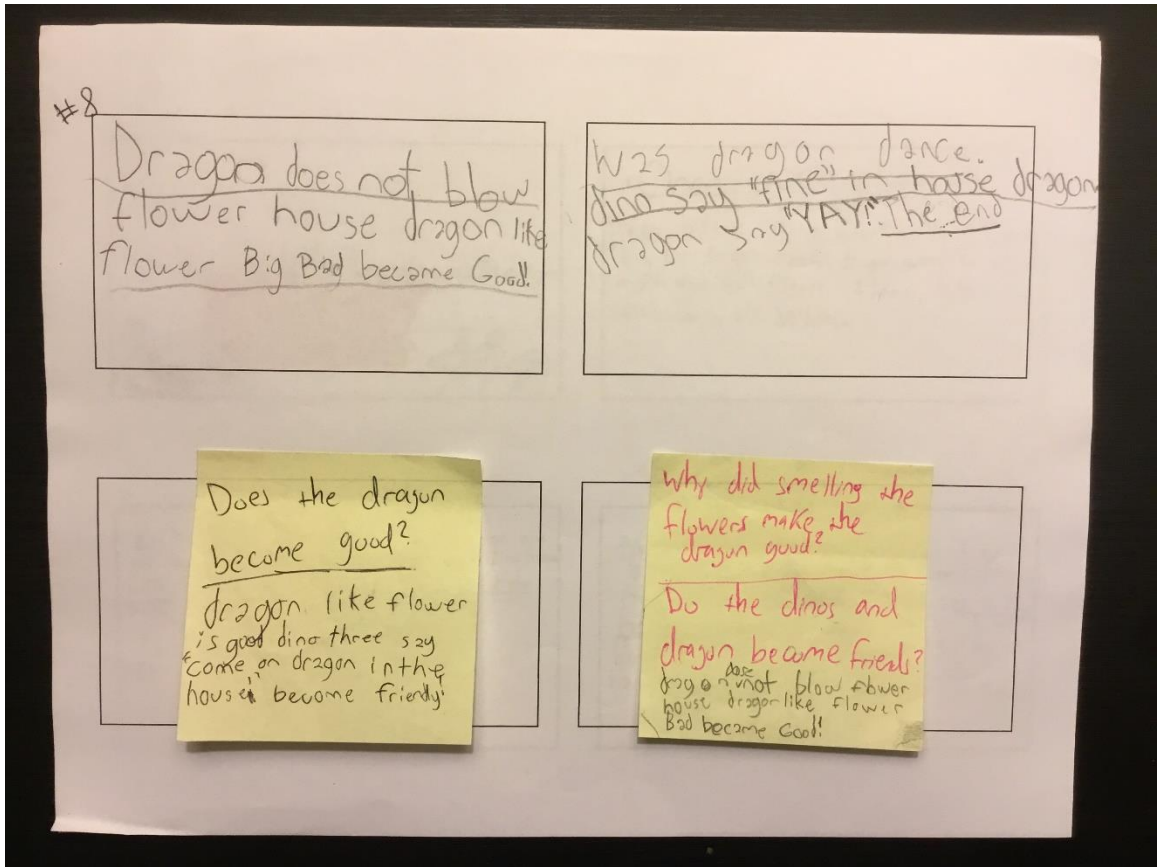


Figure 3.3c ET writing sample, story draft with teacher notes. ET wrote independently. 3 of 3.

Name

JV

Date: _____ #: _____

Writing Parts of a Story

Title: "Three little dog puppy"

<p>wood W</p> <p>1 house of flowers 1 house wood 1 house <u>brick</u>?</p>	<p>Characters:</p> <p>one dog bad and one dog good make flower tell my mom one dog bad and OK.</p>
<p>dog puppy make home wood come air Blow house down</p>	<p>Middle (Problem):</p> <p>NOOOOOOOOOOOOO Blow house down my home NO</p>
<p>Solution:</p> <p>make flower house smell good</p>	<p>End:</p> <p>what happens after bad dog says "OK"?</p>

Figure 3.4a JV writing sample for Unit 3, with teacher notes

Name


JV

Date:

#:

Writing Parts of a Story

Title: "Three little dog puppy"

<p>Setting:</p> <p>flower MY wood home su W</p> 	<p>Characters:</p> <p>one dog bad and one dog good make flower to a my mom one dog bad and ok</p>
<p>Beginning:</p> <p>dog puppy make home wood come air Blow house down</p>	<p>Middle (Problem):</p> <p>NOOOOOOOOOOOOOO Blow house down my home NO</p>
<p>Solution:</p> <p>make flower house smelly good</p>	<p>End:</p> <p>Big bad dog dog puppy tell NO my's MOMMY</p>

Busy Teacher's Café © 2005

www.busyteacherscafe.com

Big bad dog said
oh ok

Figure 3.4b JV writing sample for Unit 3, without teacher notes

Name: [REDACTED]

JV

Date: _____

Story Checklist ✓

Does your story have:

Characters



Good Character(s)

had dog

Bad Character(s)

Settings

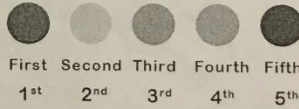


Problem/Conflict

Resolution

Plot

Is it in order?



First Second Third Fourth Fifth
1st 2nd 3rd 4th 5th

Beginning

Middle

End

Story Words

1. _____
2. _____
3. _____

Figure 3.5 JV checklist for story elements. He used it partially.

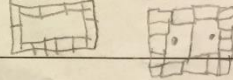
JV

(Three little dog puppy)

By

JV

1. Three dog little
dad said sick dog
Wen out ^{for milk} for can
borrow wood, building
house.



2. I make ^{have} Blow house
down run New make
house brick put to
room window

3. again Blow house
down I make flower
house. ^{flowers} fall of

Figure 3.6a JV writing sample, story draft 1 of 2.

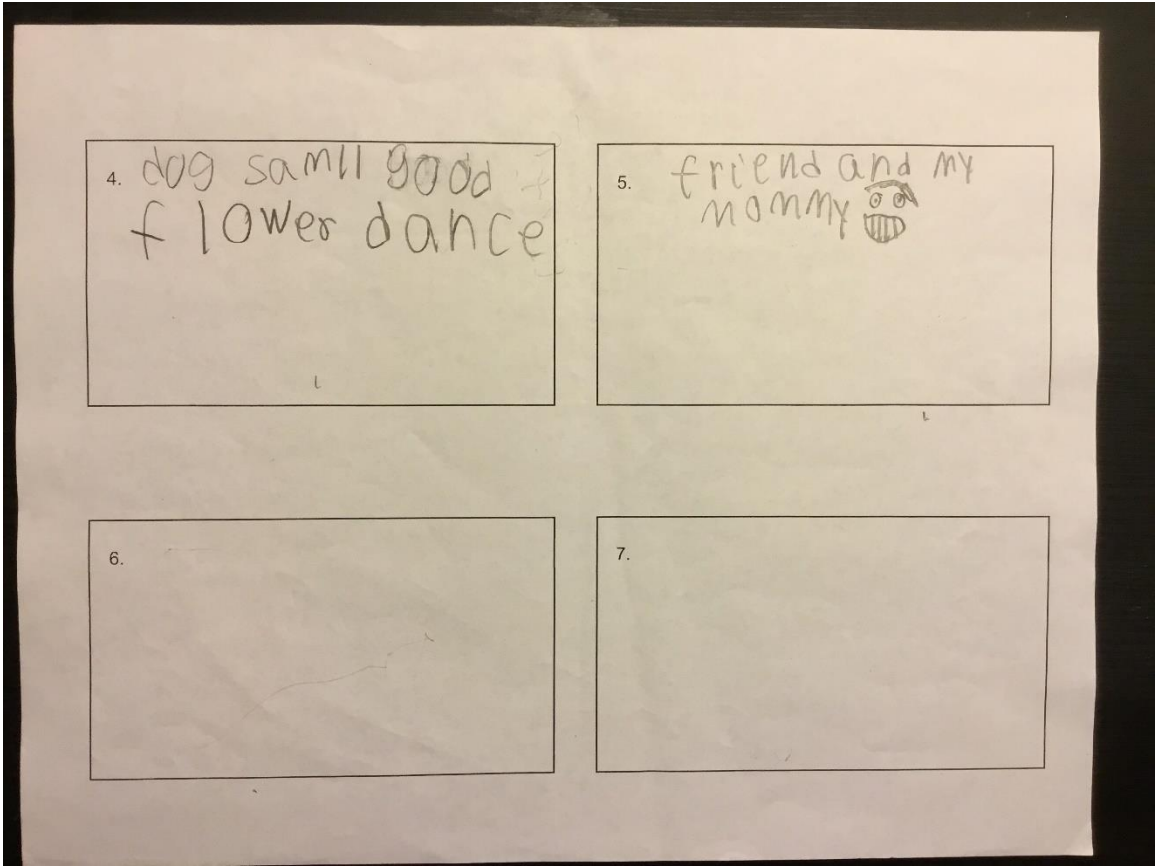


Figure 3.6b JV writing sample, story draft 2 of 2

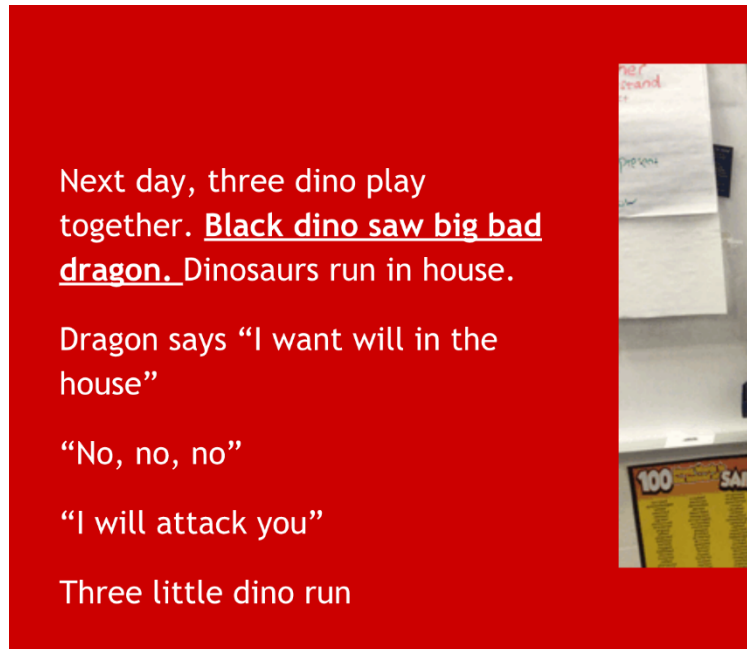


Figure 3.7 Sample of ET story slide. Only displays half to prevent GIF of student from being seen on the right.