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Let's Plant a Seed: Improving Expressive American Sign Language Skills Through Science Videos

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

in

Teaching and Learning: Bilingual Education (ASL-English)

by

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2020

The Thesis of Sara Drost is approved, and it is acceptable in quality and form for publication on microfilm and electronically:

Chair

University of California San Diego

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TABLE OF CONTENTS

Signature Page.....	iii
Table of Contents.....	iv
Abstract of the Thesis.....	v
Introduction.....	1
Overview.....	3
Bilingual Approach and Teaching Philosophy.....	5
Previous Research and Curricula.....	7
Key Learning Theories.....	9
Description of Curriculum.....	12
Assessment Rationale.....	16
Implementation.....	17
Conclusion.....	23
Appendix A: Curriculum.....	24
Appendix B: Assessments and handouts.....	47
References.....	52

ABSTRACT OF THE THESIS

Let's Plant a Seed: Improving Expressive American Sign Language Skills Through Science Videos

by

Sara Drost

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

University of California San Diego, 2020

Professor Gabrielle Jones, Chair

Let's Plant a Seed: Improving Expressive American Sign Language Skills Through Science Videos creates a curriculum to fill a need for science-based curricula in young Deaf children. The curriculum aims for preschool age students to engage in the process of growing plants as well as increase their expressive language skills in American Sign Language. The curriculum involves a hands-on approach to learning. Video is used to record students' experiences which provides a language snapshot for teachers, and a window into the classroom for parents. A modified curriculum was created to be accessible for families to do at home, while still providing rich language experiences and hands-on activities.

Introduction

As technology becomes more and more widespread and common in society, teachers are required to include these technological skills to prepare students for the future. The skills are expected to be integrated into the day to day classroom, and students are expected to exit school with a technological literacy. While I see students using lots of technology in the classroom, one thing I do not see is teachers using technology, video in particular, as a way of assessing students. American Sign Language (ASL) is a visual language, so filming students doing different activities or projects can help a teacher see the student's language growth. Instead of relying on remembering what the student said or retaining written notes, having videos allows teachers to go back and assess a child's use of language. Not only can teachers benefit from videos on an assessment level, but parents can access these videos, giving them opportunities to see how their child's language is developing. The videotaped resources can also serve to teach parents sign language in order to communicate with their deaf child and engage with the content used in the classroom. Having a language foundation is critical in the early years (Hart & Risley, 1995) and even predicts literacy (Mayberry, deGuidice, & Lieberman, 2011). Through this curriculum, my goal is to give my students lots of opportunities to use ASL when learning about planting seeds. Technology will be used in a variety of ways, including direct instruction, sign vocabulary instruction and language assessments. Teachers get to focus on content and teach in ASL using technology to teach and to assess students' language growth, and to share ASL with parents in order to get them involved in their child's learning.

Occasionally I have seen projects where students create videos in ASL to submit to their teachers, and assignments like this give the student opportunities to use academic ASL as well as give teachers valuable documentation for how the student is progressing. The deaf classrooms I

have seen before, used this engaging activity in Language Arts, where students retell a story they read in ASL, or they create their own ASL literature or poetry. While these types of assignments are important, I want to focus on other content areas, particularly science, since language rich activities are equally important in content other than Language Arts. Since I will be working with very young children (three to five year olds), a lot of what they need developmentally is a rich language environment. I will concentrate on teaching gardening skills to introduce language and basic science.

The three curriculum learning goals are as follows:

1. Students will engage in the process of growing plants and taking care of plants
2. Through photos and videos, students will share their knowledge of plants and how to take care of them with their peers, teachers, and families
3. Students will increase their descriptive skills using color, shape, size, and correct classifiers

The first goal of my curriculum is about my students learning the content of what I am teaching. This will be a very hands-on curriculum and tailored to meet their developmental needs. Throughout this learning experience, students will get to interact with plants in all sorts of ways; touch, feel, draw, plant their own seeds, and even cook with them! The second goal is about students being able to express all they have learned in their first language and being able to share that with the people in their lives. Video recording students' language use can be useful for IEP or IFSP meetings to give evidence of how a student has progressed over time. The last goal is all about increasing language. Preschool students are working on and developing their use of language. Since gardening is an engaging outdoor and popular activity and can easily involve parents and family members, I intend to develop an engaging language rich curriculum.

Overview

My curriculum focuses on learning all about plants, how to plant a seed, and take care of a garden in ASL. At the preschool age, we want to give students a chance to expand and grow in an accessible language. The activities they engage in are created to stimulate ASL use. Deaf students are bilingual in both ASL and English (Grosjean, 2001). Therefore, this bilingual curriculum will incorporate both ASL and English in appropriate ways based on students' cognitive development. Since all written materials are in English, during read alouds, as a teacher, I plan to read the book in ASL, while pointing to and including the text of the book as well. Cards placed around the classroom to label items that are relevant to our learning will have a picture of the ASL sign, the fingerspelled letters, and the English print. Through the curriculum I also want students to gain an understanding about how to grow plants and different ways we can use them. This is information I want my students to carry with them long after they leave my class. If a student's family has a garden at home, they now have skills to be able to help in the garden, knowledge to understand why what they are doing helps the plants, and the language to communicate that with their family. Someone who does not have a garden might ask their parents to help them make one or ask to grow flowers.

I decided to design this unique bilingual curriculum because of what I have seen in deaf education classrooms over the last several years. The science curricula are generally created for general education classrooms. The actual lessons provided by these curricula are often difficult to transfer to a classroom with deaf students. This can be for multiple reasons; one is higher level spoken English is expected of hearing students who already have a language foundation, which deaf students may not have yet, and two, activities tailored for younger students heavily emphasize songs and rhymes based on English phonics instead of ASL components like

handshapes or movements. These instructional strategies need to be modified to suit visual learning.

The reason I specifically chose plants and gardening is because of my last placement. The students had a school garden and once a week they had gardening class. This was taught by a hearing parent volunteer (with a hearing child) from another class. My students absolutely loved this class. It was a chance to go outside, interact with the environment, and be engaged hands-on. Students were able to taste food from the garden, help water the plants, and even pick caterpillars off them to make sure the plants did not get eaten. While the students loved the class, they often did not have as much access to the content that was being taught as the hearing students. We had an interpreter who was there most of the time, but the visual effort of watching the interpreter when they could be watching the activity was taxing to their learning. Often students had to choose between looking at the interpreter to get the content information or looking at the volunteer teacher to see what she was demonstrating. The volunteer did not fully give enough time to students to get both content knowledge and observation time. I wanted to create something specifically for deaf students, where they had full access to all the information that was being taught and were able to fully participate in activities. I also wanted to create a curriculum that gave students lots of different ways to expand their language through learning about plants.

This curriculum will not only give students the opportunity to interact with ASL in a new way, but also provide resource videos for parents to become more involved in their child's education, especially from a young age where lots of access to language is important.

Bilingual Approach and Teaching Philosophy

My approach to teaching this curriculum is to use a bilingual education approach. Deaf students who sign, are bilingual in both English and American Sign Language (Grosjean, 2001). It is important that deaf children have a strong foundation in both accessible languages to survive in this world. The majority of deaf children have hearing parents who do not sign (Mitchell & Karschmer, 2004) and often may face language deprivation, not accessing day to day language. Not only do they lack a strong foundation in spoken English often inaccessible to them, but they also do not have a firm foundation in ASL. With a visual language like ASL, accessibility quickens language interactions and therefore becomes the platform for early language development and literacy skills (Mayberry et al., 2011). Language transfer requires a solid first language before tackling a second language (Cummins, 1984). Deaf students who have not been introduced to written print through ASL experience difficulty when reading and writing in English. Keeping this in mind, it is important that students develop their ability to express themselves and think critically in ASL prior to learning an additional language (or languages).

In his article, “Schooling in American Sign Language” Deaf scholar Tom Humphries discusses the importance of ASL in the classroom. He argues that the languages students use should not be ranked in terms of importance. He states that “it begins with acceptance and inclusion of all languages brought to the classroom by the children and all languages they go home to in their communities” (Humphries, 2013, p.18). Students need to feel like all aspects of their lives are important. As teachers, we never want to devalue home language, or create the message that English is the most important language. This is why I want to create a curriculum where students can express what they have learned in ASL. Giving students more access to materials in ASL shows them that it is also a valid and important language. If all materials are in

English students will pick up on the unequal balance of language in the classroom. Creating different types of materials in sign language for different content areas is a reminder to the public that ASL can be used to convey academic information just like English can.

Having a strong base in ASL in order for them to be able to acquire English is becoming an important argument in deaf education. Jessica Scott, professor at Georgia State University, has done research on how the biggest predictor of reading comprehension in deaf middle and high school students is their signing skills (Scott and Hoffmeister, 2017). Their abilities to comprehend texts come from the ability to discuss, critique, and analyze text in a language they can express. Scott suggests that one way to increase those opportunities is to foster more discussions in ASL within the classroom.

Providing strong language models in ASL early on increases complex language and stimulates critical thinking. For preschool age, students need opportunities to play with ASL, become familiar with handshapes and rhyme to create new signs. Complex language includes signing full sentences to include shape, size and texture and using classifiers and space to describe something they see. We want our deaf students to have a strong Basic Interpersonal Conversation Skills (BICS) to transition towards developing Cognitive Academic Language Proficiency (CALP), a term Cummins describes as the next level of conversational language. Since it takes 2-5 years to develop BICS, students need to be ready for school and know how to use CALP which takes 5-7 years to master. With a deeper understanding of how ASL works, students can transfer that knowledge to how English works, creating a well-rounded bilingual child.

While classrooms (especially bilingual ones) are changing in the way we view languages, they are also changing in the way technology is being used. The students in school now have

grown up around technology. They tend to be referred to as twenty first century students (Hicks, 2011). The technology we use in school has been accessible to the general public for the entirety of our students' lives. These students are often coming into our classrooms with digital literacy which implies a base knowledge of how to use and manipulate technology. They may have phones, tablets, or other kinds of technology at home that they use every day. As a teacher, it is my job to prepare my students with the skills and knowledge to be successful in this world.

Given the fact that sign language can be visually recorded, Deaf students are given the opportunity to be creative. Joey Baer and Rory Osbrink, who both work at the Fremont School for the Deaf, wrote an article on how to use ASL text in a bilingual classroom. Their reasoning for the need of ASL text is, "Deaf students need to learn to manipulate the hardware and software that allows them to express themselves and to advance their knowledge" (Baer and Osbrink, 2015). Baer discusses how to create ASL texts with students, which is similar to the writing process in English. One does not just sit down and film oneself, but rather one undergoes multiple steps to creating ASL text. With three and four year olds going through an entire process to include editing and revising may not be ideal. However, I want to start the concept of recording themselves signing at a young age as a way to convey information to someone else. We can also look at simple skills like looking at the camera and making sure their signing is clear.

Previous Research and Curricula

There is not a lot of research that has been done on using video technology in science content areas with young children. However, Michelle Wing-Yee Chung, a graduate student at UCSD in 2016, wrote her curriculum on a flipped classroom. She aimed at developing students' ASL receptive skills when watching videos (2016). I am focusing on using videos as a hands-on

activities resource in class to assist young children to imitate, to observe and to reproduce important concepts such as acting out a skit about the life cycle of a plant, or giving their parents directions on how to take care of a plant. While Chung has students watch instructional videos so she can later assess their learning during in class activities, I am having my students do the activities while filming them to assess their learning later.

I found a preschool gardening curriculum called Farm to Preschool Garden Curriculum used in Los Angeles. It was created by Abby Weglarz, Julia Cotts, Araceli Perez-Ocejo, and Rachel Surls. This curriculum is intended to be for a full year, and includes planting different kinds of plants every month so that throughout the year students will be able to pick and eat the food they have been growing (Weglarz et al., n.d.). While students being able to see the whole process of growing food is ideal, it is difficult to be able to do that in the required 10 weeks of student teaching. This curriculum resource will assist in coming up with ideas for the shorter period of time. The purpose of this curriculum is to focus more on the language development within the context of gardening. Students had one or two lessons a week, compared to my condensed curriculum where a majority of instruction is related to the gardening content.

Helen L. Johnson and Leigh Shebanie McCallen, both researchers from Queens College and the Graduate Center, City University of New York, wrote a paper about their observations on a wellness curriculum that was implemented in a school ranging from preschool to upper elementary grades. The curriculum was not focused on plants, but a school garden and cooking with fresh food was included (Johnson and McCallen, 2014). What I liked was the emphasis on the home-school connection. They made it clear that having parents involved helps to implement practices that are introduced in school at home. In this case they refer to many of the lifestyle choices for healthy living. In my curriculum I want the language the students are learning in

school to carry over to their home. This happens when the teacher communicates well and frequently with the families.

Debbie Golos, a professor at Utah State University, has done some research on using video technology in a classroom setting with young children. Her work looks at videos that young children watch, and supplemental activities implemented to support the videos. In her studies she found that literacy skills in preschool age children rose when implementing both the videos and the connected activities in the classroom (Golos and Moses, 2015). My curriculum takes the opposite approach to using video technology in the classroom, because I am looking at the benefits of filming the students, not having them watch films. Students are first involved in exploration activities. Once activities have been explored, students will be filmed sharing what they learned in a few different formats such as instructions to parents or a skit they created.

While all of these resources or curricula have ties to what I am creating, there is no gardening curriculum specifically for young deaf children. None addressed activities to increase ASL in young children because they were all created for hearing children. My curriculum will focus on developing that first language through many different activities about plants and gardening.

Key Learning Theories

A relevant learning theory that connects to my preschool curriculum is Vygotsky's Zone of Proximal Development (ZPD). This theory states that with the correct support in place, students can achieve more than they would be able to do on their own. Wass and Golding state that "the core idea is that with more capable peer or teacher assistance, students are able to operate at a higher level than they could on their own, and this enables them to learn to operate independently at this level" (Wass and Golding, 2014).

Language is one of the ways cognitive development is achieved. Vocabulary is introduced in ASL and in English in a few ways, including read alouds and hands on activities. Students will see the teacher use and emphasize relevant vocabulary terms several times to make sure they are exposed to them repeatedly. Once a new word/sign is introduced students work on it together through repetition, exploration and prompting. The end goal is for students to master the vocabulary and incorporate language on their own in a meaningful fashion through observation, action and retelling activities such as growing plants. They will watch me teach them how to plant a seed in ASL, plant one with support, and by the end of the curriculum students will teach someone else how to plant a seed.

Vygotsky's Social Learning Theory is an important framework for rich language interactions. He believes that in order for learning to happen, students need to be able to interact with each other. Learning comes from the experiences the students have (Vygotsky, 1978). Students interact with the environment (both indoors and outdoors) and each other throughout the whole curriculum. Being outside and inside looking and touching different kinds of plants will give students opportunities to talk and comment on what they are thinking, giving lots of chances for them to use language. Students will even get to plant a seed and grow their own plant. Being able to plant a seed on their own really puts the focus on the students rather than the teacher. They get to interact with what they are learning about instead of just watching someone else.

The last theory that connects to my curriculum is Howard Gardner's theory of Multiple Intelligences. Gardner's theory states that there are multiple different ways that you can gain information. He believes that some people are more predisposed to learning in a certain kind of way (Gardner, 1989). This theory has changed quite a bit since it was introduced in the 1980s. It

is now generally acknowledged that people have learning preferences as opposed to learning styles, but they can learn in a variety of modes. I think that it is important for students to be exposed to learning in different kinds of ways. Especially for young children who are still in the exploration stage of their lives. They need to touch, smell, see and taste what they are doing. Using their human senses will enhance opportunities to make sense of the world around them. Talking/signing to peers, teachers or parents is an example of using interpersonal intelligence. They will be using naturalistic intelligence to work with plants and figure out what they need to grow. They will be using spatial intelligence with different kinds of art projects. It is not a matter of students choosing one and only using that learning style, but instead getting the chance to use many different intelligences and expand their thinking.

Gardner's learning theory also supports the Reggio Emilia philosophy implemented at the preschool I will be teaching in. This Reggio Emilia inspired school advocates for children showing their learning in many different ways. This is referred to as the "one hundred languages" (Mitchiner, J., Batamula, C., & Kite, B., 2018). Teachers are to be open and accepting of all the different ways students show us what they have learned. Drawing, dramatic play, teaching a friend, and telling stories are all ways students can grow and showcase their knowledge. Another important belief in the Reggio Emilia philosophy is that family plays an important role in learning. Parents will get to see videos to help communicate with their children about what they are learning at school and will see their own children's actions. Video resources made by the teacher of students in action is a way to get updates everyday about what their child is learning. The goal of using video resources is to try and encourage parents to sign more at home with their child to build on their language development.

Description of Curriculum

When designing this curriculum, three goals were incorporated. The first is students will engage physically in the process of growing plants and learn what they need to grow. Through interacting with outdoors and indoors activities using all their senses, students will experience digging dirt, selecting types of seeds, planting seeds, watering the ground and watching/observing them grow and finally picking and tasting plants. The second goal is through photos and videos, students will share their knowledge of plants and how to take care of them with their peers, teachers, and families. The third goal is students will increase their descriptive skills using color, shape, size, and correct classifiers. Having a hands-on high interest project is a good way to keep kids motivated.

The curriculum will be broken down into three different units. Unit one: “What is a Plant?”, unit two: “What Do Plants Do?” and unit three: “We Need Plants”. Each unit has a slightly different focus that builds on the understanding of the last unit. A performance assessment is included in each of the three units. In each unit there are multiple lessons. Each lesson is meant to last about a week, but most can be expanded or shortened depending on the population of students in the classroom, or the time to complete the curriculum. Each lesson comes with a book that can be used for a read aloud for the week and a connection between print and what students are doing in class.

In unit one, students will explore what a plant is. They will have the opportunity to interact with and touch many different kinds of plants and plant parts. There are two lessons in this unit. The first is about the different parts of plants. Students will get the opportunity to interact with plants and learn the names for the different parts such as leaf and flower. The second lesson is about the variety of plants. This lesson will explore all different kinds of plants,

the size, the shape and color of a plant and we will focus on the language used to describe them (use of classifiers and space). Vocabulary words to label plants and their parts as well as describe them will be introduced.

At the end of the first unit, students will have a performance assessment in the form of a language experience activity. Each student will be given materials to draw with and we will go outside. Students will pick a plant or plant part (such as a stick, pinecone, leaf, etc.) and draw it. They will then describe it to a teacher who will record what they say in English. The teacher will also take a picture of the object or objects the student drew. Students' drawings, photos, and descriptions will be turned into a book for the classroom that they can read and take home to their parents.

The second unit consists of four lessons. This unit explores what plants do, how they grow, and how we take care of them. Much of the focus is on action verbs, movement, and function. Students will get to participate in hands-on activities including planting seeds and caring for their own plant. In the first lesson we will learn about how to plant a seed. Working with students to plant bean seeds in different materials to see how they will grow requires them to also be able to describe the different settings after the first unit. The second lesson in Unit 2 looks at what a plant needs to survive. Students will monitor plants in different environments to see how they grow over time. Students will be given responsibilities to take care of them. They will also be focusing on answering questions about the process of growing plants such as "What do you do with water?" and a student may answer "You pour it". The third lesson in this unit is all about the life cycle of a plant. Since students have started to plant seeds and at this point see them sprouting, it is a perfect time to talk about all the different stages of growing. Students will learn about how a plant grows through a story, follow body movements to help them memorize

the order of the cycle, then put on a short skit retelling the story. The performance task will have students practice their story in ASL, making costumes or props, and performing for their friends. The skits will also be recorded so they can show their parents and hopefully that will encourage more language use at home. The performance task includes the student narrating or giving a sequence of events about the stages of a plant. The fourth and last lesson of unit two is about how a plant gets water. Students already know they have to water a plant from the experiments in the beginning of the unit. They will know plants need water, but not other liquids (milk, soda, orange juice). We will do a class experiment with colored water, so students can see how water moves through the plant all the way to the top.

The third and last unit of my curriculum covers what plants do for us. Students will have learned all about plants and how to take care of them, so the next phase would be for students to see how plants benefit us in different ways. This unit has two lessons. The first lesson focuses on plants as food. Students see several different plants are fruits and vegetables and get to taste a variety. They get to identify, categorize, and differentiate the different vegetables by color, size and shape to reinforce what they learned previously. Once they have tasted different foods, we will make some recipes with them. This lesson continues to build on students' descriptive language. They will be able to tell peers and teachers if they liked or did not like a food, and tell how it tasted (sweet, hard, soft, etc.). The second lesson (and final lesson in the curriculum) will look at plants as gifts. This lesson also has a performance assessment in it. Students will decorate a pot to plant flowers in, plant the seeds, then give it to their parents. For the performance assessment students will create a video for their parents with directions on how to take care of their new plant. This will tie together several of the language goals we have been working on throughout the whole curriculum. The video is a good way for the parents to see how their

children are progressing as well as teach them some of the signs their children have learned so they can communicate with their child at home about what they have been doing in school.

There will also be time each day for centers. Centers are small stations set up in the room where the children have a choice about what they want to learn. These centers will be subject based. Centers change each week to fit with the content that is being taught in the whole group but can include art, literacy, math, dramatic play, and sensory activities. Centers also give opportunities for students to interact and learn from each other. Because one goal of the centers is to give students opportunities to interact with peers, the number of centers will vary depending on the number of students in the class. Centers also give students the ability to guide their own learning by deciding what to do and how to do it. Teachers play a facilitator role to encourage students to explore and inquire about the material.

This curriculum will be implemented in a Reggio Emilia inspired preschool. This means the curriculum is a starting point. Once at the school many changes will be made while working with the other classroom teachers. Reggio Emilia inspired schools create curriculum based on the children that attend the schools, it is not created beforehand (Stoudt, n.d.). To make sure this curriculum is aligned with their approach it will be altered and tailored to the needs of the students once I meet them. Some new activities may be added if my students show interest, or it may get pulled in a slightly different direction based on their exploration.

This curriculum will be using science standards from the Next Generation Science Standards (NGSS). These standards start in kindergarten, so they will be slightly modified to fit preschool needs. For language standards I am using Visual Communication Sign Language Check List or VCSL. This list has standardized ages where Deaf children typically hit different language milestones from birth to five years old (Simms, Baker, & Clark, 2013).

Assessment Rationale

I will be using different methods to assess my students and make sure they are learning through activities and exploration. I will be looking at both the content knowledge they gain, as well as the language they are able to use. The first way I will assess my students is by using observational checklists, anecdotal notes and field notes. I will observe and write down what students sign every time I see them use language in a certain way whether it be a particular vocabulary sign or a more complex language function. With observational checklists, I can write down the dates to track down students and get a clear picture over time of how language is used. I will be able to see if students are using different kinds of language in different situations or struggling with something specific such as classifier use or describing objects by size, shape, and color.

I will assess students' use of language by filming them and using a rubric. The rubric will look at factors such as vocabulary and classifier usage, the content they are talking about, and clarity. There are several performance and authentic tasks where students will be sharing language while doing activities such as acting out the life cycle of a plant in dramatic play or planting seeds and watering them themselves. Filming them serves two purposes. First, I can watch the film and go back to see how they did while I am filling out the rubric. The other purpose is that filming gives me evidence to show parents about how their child is doing. The parents see what their child is doing in school, and that can start as a conversation topic between the parent and child. This will hopefully prompt more language at home and improve the child's language skills in all areas.

Implementation

This curriculum was originally intended to be implemented in a preschool classroom for Deaf and Hard of Hearing students. Due to the COVID-19 pandemic and schools shifting their curriculum to distance learning, “Let’s Plant a Seed” was altered to become an online resource for students and their families to do at home. In transforming the curriculum into an online resource, I had a few goals. The biggest goal was to make it as accessible as possible. Every child has a different home environment and may not have access to all the resources a classroom would bring. The commitment of parents spending time with their children may vary depending on their work obligations. Their ability to assist them with schoolwork may be inconsistent. To make this curriculum as accessible as possible I provided stand-alone activities and offered a variety of options to make activities accessible in different home situations.

Typically, activities in the classroom build off of each other. One might be necessary to do the second one, and so forth. For the at home resource I wanted all my activities to be related but also to stand alone. During the COVID 19 pandemic, many parents are under a great deal of stress both economically and emotionally. Some of these challenges include working from home, assisting with schoolwork, and providing a consistent routine. In case parents cannot complete the whole curriculum with their child, I wanted them to have the option to choose from any video and not feel the stress of following a particular curriculum order.

Another way I made it accessible was to make the activities require a small number of resources and give additional options for ways to do the activities if the way I showed in the video was not feasible. Some of my activities talk about going outside and looking at plants. With these I included pictures of a variety of plants for students who might not be able to go outside, or who might not have a wide variety of plants near where they live. Students can scroll

through the pictures and use them for the activity if needed. For art projects I offer an array of different materials that can be swapped out, giving students the opportunity to use what might already be in their homes.

My other goal for the online resource was to make it as hands on and interactive as possible. That is not necessarily possible to the same extent as what could have happened in the classroom because of all the resources available in classrooms, but I still needed to make sure it was fun and engaging to young children. To do this I had a variety of different types of activities and videos. I created read alouds, nature walks, crafts, rhymes, and more to make sure the children would not get bored of doing the same type of activities. I used real plants in my videos, so students could really see what a variety of plants looked like. I am hopeful that through this website, parents will be able to work with their children to help their ASL language development.

This curriculum was originally meant to be implemented at a Reggio Emilia inspired school. Reggio Emilia inspired schools have four main components: emergent curriculum, in-depth projects, representational development, and collaboration (Stoudt, n.d.). The children's interests guide the curriculum that the teachers create. Through observation with students and conversations with family and other members of the community, Reggio Emilia teachers create the curriculum tailored to the students' needs and interests. The in-depth projects in the classroom are also child led. Teachers play a role in guiding children in what they want to do and how to do it. Representational development means that teachers look at many different factors to gauge a student's learning. Multiple types of learning often coinciding with Howard Gardener's Multiple Intelligences Theory are used to give students many opportunities to show their

understanding. The last component, collaboration, looks at the social aspect of learning and working with other children in the classroom to build those skills.

The first two components require a specific group of students and their families for it to be implemented, and the last one requires collaboration in the classroom with multiple children. Because Reggio Emilia inspired schools revolve around the community of families that go to them, my online resource is not Reggio Emilia inspired. I was not able to work with a group of students as I developed this online resource; students and families did not lead the direction of the curriculum. I did create a variety of activities for students, hoping to incorporate many different learning styles, but including a variety of learning styles is not unique to Reggio Emilia. In order for this resource to be considered Reggio Emilia inspired it would have needed to be created with a specific group of students in mind and changed and evolved as more information about the students and what direction they wanted to take the learning was discovered.

Through the creation of this project there were many opportunities as well as challenges. One opportunity was learning how to create the website to display my curriculum. I had worked with Google Sites some before, but never for something this extensive or developed for someone else to use. I had to make sure it was well designed as well as intuitive to find the information. While Google Sites does have some limitations in terms of formatting and design, I found I was able to do everything I needed to do. I was able to embed videos and pictures, create different pages for different lessons, and overall create a site that was able to display my work in an easily accessible manner.

Another opportunity was learning how to create engaging videos for small children. I did try to keep all my videos fairly short. Most are under five minutes, so I would not lose their attention. I also worked on being more animated and asking simple questions that students can

think about. For example, “Where are plants from? The kitchen? The bedroom? Outside?” This gives them the opportunity to think about their past experiences. Having big movements and exaggerated signing creates videos that are fun to watch and helps develop ASL language. In all my videos I had props that helped students make connections. For the read alouds I have a split screen video so the students can see the pages of the book as well as me signing. In many videos I am holding real plants or real materials for crafts. In the ASL rhyme video, as I sign different foods, pictures of that food pop up in the background. Through this process, I really had to think about the little things that might lose the attention of a preschooler. I had a clean and distraction free background and paid attention to the time and pacing. If I spent too long coloring in a craft demonstration that can be enough to make the child uninterested. In those cases, I was able to speed the video up so there were not long periods of time where I was not signing anything. I am hopeful that by paying attention to all these factors my videos are engaging and help students explore their world and internalize the rich vocabulary and language.

Creating this resource also came with many challenges. One of the biggest was how hard the pandemic personally impacted me and how I had to work around that. While I was able to get support to cover financial necessities, I was not in a position to spend money on materials for the resource. In addition to the economic challenge, I could not go out to stores to purchase items or even go to a friend’s house to access other resources and materials because I am at high-risk for Covid. Being stuck and making a curriculum at home required working with what I had. This really made me more thoughtful about how to create an accessible resource. I knew I was not the only person impacted, and others were likely in a similar situation. My experience during the pandemic made me realize how important it was for my resource to be as accessible as possible.

Other challenges involved the use of technology. I had to make high quality videos, and this was a struggle in the beginning because the appropriate video editing software was not available to me. I tried out some free editing software, but they were either not able to do the editing I needed, or my computer was not strong enough to run the software. I ended up using my mother and sister as a resource to help me with editing. My mom is an artist and has professional video editing software, and my sister is in film school and has similar software as well as color correction programs that helped with some read alouds. These programs allowed me to have a split screen video format, additional pictures layered in the video, cropping, highlighted areas, and more. I was able to set up a zoom meeting with them so I could see what they were doing on their computers and I could say what needed to be edited where, since they do not know ASL. This was extremely time intensive, but the videos we created turned out really well.

If teachers were to implement this online curriculum with their own group of students, I have some recommendations. First, if there is a budget for the curriculum, I would have the teacher create kits to give each of the students for them to use with the activities. The kits would include pots, dirt, and seeds, so students could try and grow their own plant, materials for craft projects as needed, vocabulary pictures and cards, and maybe even some books. Making sure all students have access to everything would make it more likely they would be able to fully participate. I think providing kits is also a way to get both students and parents excited about the curriculum. Having something tangible to go along with the online curriculum is important. Students can look at the kit and be excited to watch the videos and see what they have and how they can use it in the activities.

Another recommendation for teachers is to involve the parents as much as possible. Preschool students are not going to be doing this on their own. They will need to have constant supervision and help from an adult in the house. My resource includes tips for parents and videos that teach them the sign vocabulary their child will be learning. Involving parents could mean many things. Having online meetings with them to further talk about sign language use, or to teach them and help them practice the signs their child is also learning would help the child be exposed to more language. Zoom meetings with parents and their children could also be set up to share the different activities they did. Students might want to show their friends what plants they found on their nature walk, or the picture of a flower they made, and having them and their parents share with other families is a great way to increase language use. Including parents and virtually meeting with families will give parents the chance to improve their ASL skills, giving them more opportunities to engage their child at home and build a relationship through a shared language.

Depending on the population of families you are working with it is also important that the information be in a language accessible to them. This might mean working with an interpreter to make sure that the family has access to the information on the website and captioning the videos in multiple languages. Implementing these teacher recommendations would help to make the resource even more accessible, as well as more involved and personal for the families.

The original curriculum had three goals. The third goal, students will increase their descriptive language skills, is achievable in the online resource. The videos and activities include new vocabulary that is introduced multiple times in more than one way, and parents are encouraged to work with their children and encourage language use. In order for me to track this goal, there would still have to be communication between the parents and myself. The other two goals:

students will engage in the process of growing and taking care of plants, and through photos and videos, students will share their knowledge of plants and how to take care of them with their peers, teachers, and families, would be attainable with additional steps once the curriculum was implemented. These goals require more resources and contact with families. Creating the kits for the families would give everyone the materials to grow a plant at home, and more contact with parents would mean I could ask them to film their child signing about the plant they are growing, or have recorded zoom meetings to track the child's language growth. What will make this curriculum successful is consistent high-quality communication with the families that are using it.

Conclusion

Over the last year I have worked to create a researched based curriculum focusing on increasing language skills for deaf preschool students. Here I have outlined a curriculum meant to take place in the classroom, and on my website I have an adjusted curriculum meant to be done at home. The most important part about this curriculum is that it is created for Deaf students who use ASL, it is not an oral curriculum adjusted for students who use ASL. Because of this, specific ASL language skills such as vocabulary, classifiers, and handshapes are incorporated into lessons and activities. This allows students to have a solid and deeper understanding of their first language. Due to unforeseen circumstances, the curriculum was not able to be implemented with a group of students. I am hopeful that in the future I can use this curriculum with students I teach, which would allow me to involve families and communities in the students' learning process.

Appendix A: Curriculum
Unit Outline

Unit One: What is a plant	
<p>Lesson 1: Plant parts</p> <p>Language Focus: Plant part vocabulary (Seed, leaf, stem, root, flower)</p> <p>VCSL standard: Identifies object that does not belong in a group of objects</p> <p>Skills: Can create categories/groupings from assorted objects or pictures</p> <p>Assessment: Checklist of ASL vocabulary</p>	<p>Goals: Students will identify different parts of the plant (root, stem, leaf, etc.) Students will compare and contrast different plant parts</p> <p>Book for the week: <i>One Bean</i> by Anne Rockwell</p> <p>Circle time: what do you know about plants (intro, gauge their prior knowledge)</p> <p>Center Activities: <i>Exploration center</i>: explore a table of different plants, plant parts, and unrelated objects. <i>Math center</i>: sort and categorize objects in different ways (size, color, shape)</p>
<p>Lesson 2: Different types of plants</p> <p>Language focus: Descriptive vocabulary (colors, shape, size and texture)</p> <p>VCSL standard: Points to object and labels; combining nouns and verbs (ex: frog jump)</p> <p>Uses simple descriptors (ex: hot, cold, big, little)</p> <p>Assessment: Language Experience Approach: We will go on a walk outside to see what kinds of different plants they see. Students will pick 2-3 objects to narrate. Each student will get a piece of paper to draw what they see on (Do an LEA book)</p>	<p>Goals: Students will describe different kinds of plants using adjectives</p> <p>Book of the week: <i>Planting a Rainbow</i> By Lois Ehlert</p> <p>Circle Time: For circle time rearrange by different descriptive factors. (Color, size, shape) start with what the children are wearing (color shirt, shoes, pants) have them get together.</p> <p>Center Weeklong Activities: <i>Exploration center</i>: One day exploring color, one day exploring shape and size, one day exploring texture. <i>Math center</i>: categorize different colors, shapes and sizes Students will get a center with different plants to feel, talk about, and explore. <i>Art center</i>: Printing with veggies, leaves, and fruits. Helps to see the different shapes of plants</p>

Unit 2: What Do Plants Do?

<p>Lesson 3: How to plant a seed</p> <p>K-LS1-1. Use observations to describe patterns of what plants and animals (including humans) need to survive.</p> <p>Materials: Make a responsibility chart so the students will help take care of and observe the plants</p> <p>Assessment: Students planting their own seed after the class experiment of growing seeds in different materials.</p>	<p>Goals: Students will identify good places to plant seeds Students will understand that plants grow from seeds</p> <p>Book of the week: <i>The Tiny Seed</i> by Eric Carle</p> <p>Circle Time: Responsibilities (prepare for responsibility chart) Class Group Activity: Students will get the opportunity to plant seeds themselves (bean seeds) We will observe seeds growing in many different kinds of things (dirt, sand, water, Legos, nothing, etc.)</p> <p>Center Activities: <i>Art Center:</i> use seeds to make a picture, glue seeds on paper <i>Math Center:</i> sorting or counting different kinds of seeds <i>Literacy Center:</i> have a “library” of many different books about plants and gardening</p>
<p>Lesson 4: Plants grow (What a plant needs to grow)</p> <p>LS1.C: Organization for Matter and Energy Flow in Organisms: All animals need food in order to live and grow. They obtain their food from plants or from other animals. Plants need water and light to live and grow. (K-LS1-1)</p> <p>VCSL Language Goal: Answers questions (ex: how, why, do++)</p> <p>Assessment: Look back on how our plants in different “dirt” (from lesson 3) are doing.</p>	<p>Goals: Students will be able to identify what a plant needs (water, sun, soil, care) to grow Students will identify what they need to grow (food, drink, rest, etc.)</p> <p>Book of the week: <i>If You Plant A Seed</i> by: Kadir Nelson</p> <p>Circle Time: Class Activity-Experiment: Water the plants with different liquids and keep a chart to measure growth Compare what we need to grow to what plants need</p> <p>Sensory Center: explore with different materials, water, dirt, sand Literacy center: “Library” of plant related books</p>

	<p>Math Center: measuring (different sized containers to fill and empty, more vs less)</p>
<p>Lesson 5: Plants grow and move (Stages of growing a plant)</p> <p>VCSL language goal: Answers questions (ex: how, why, do++) Tells a simple story with a beginning, middle, and ending</p> <p>Assessment: Rubric for dramatic play, plant life cycle knowledge and classifier usage</p> <p>New Materials: Make large signs for each stage of growth and students can put them in order as they are acting out the stages</p>	<p>Goals: students will be able to sequence the different growing stages of a plant</p> <p>Book of the week: <i>Plant the Tiny Seed</i> by: Christie Matheson</p> <p>Circle Time: Class Activity: Dramatic play to act out the growing stages of the plant, students will get to perform for their peers</p> <p>Centers: <i>Dramatic play Center:</i> can practice skit or make up their own <i>Art Center:</i> Paint their costumes <i>Tactile Center:</i> with different plants in different stages of growth <i>Literacy Center:</i> have library of plant related books</p>
<p>Lesson 6: Plants drink water.</p> <p>LS1.C: Organization for Matter and Energy Flow in Organisms All animals need food in order to live and grow. They obtain their food from plants or from other animals. Plants need water and light to live and grow. (K-LS1-1)</p> <p>VCSL Language Goal: Classifier + action (ex: cl:v man climbing up a pole)</p>	<p>Goals: Students will describe how a plant gets its water</p> <p>Book of the week: <i>How a Seed Grows</i> by Helene Jordan</p> <p>Circle time: what are your favorite things to drink?</p> <p>Class Activity: Celery with colored water to show how a plant drinks Look back at our plants we gave different liquids and see which ones are doing the best</p> <p>Centers: <i>Watercolor center:</i> Pouring water using different objects, cups, watering cup, pipes, tubes (glue containers) tubs, <i>Art Center:</i> craft with coffee filters (can see the color move through filters when water is added) Snack time: Students pick from two or three types of drink and drink from a straw.</p>

Unit 3: We Need Plants

Lesson 7: We eat plants: Plants as food

LS1.C: Organization for Matter and Energy Flow in Organisms All animals need food in order to live and grow. They obtain their food from plants or from other animals. Plants need water and light to live and grow. (K-LS1-1)

VCSL Goal: Uses qualitative descriptors (ex: hard; soft; yucky)

Assessment: Observational checklist of students describing food, students telling about their favorite food/ recipe

Goals: Students will understand that much of our food comes from plants
Students will be able to tell others if they liked or did not like the food they tried
Students will be able to describe how their food tasted (hard, soft, sweet, etc.)

Book of the week: *Growing Vegetable Soup* by Lois Ehlert

Circle Time: Drawing out vegetables and identifying them then putting in the “soup”
Cooking with fruits and veggies

Class activity: create cookbook with recipes we make

Center:

Dramatic play: cooking or chef area with vegetables and fruits

Tactile: sorting center (by things that are hard or soft, big or little, color, etc.)

Sorting (vegetables versus fruit)

Art: stamping with fruits and veggies

Snack time: taste test with fruits and veggies and making a chart with what they liked and did not like

<p>Lesson 8: Plants as gifts</p> <p>LS1.C: Organization for Matter and Energy Flow in Organisms All animals need food in order to live and grow. They obtain their food from plants or from other animals. Plants need water and light to live and grow. (K-LS1-1)</p> <p>Assessment: video telling parents how to care for the plant</p>	<p>Goals: Students will teach a family member how to take care of a plant</p> <p>Book of the week: <i>Zinnia's Flower Garden</i> by Monica Wellington</p> <p>Activities: picking flower seeds and planting them as a gift to parents</p> <p>Center Language: Film a video of the students telling their parents how to take care of their new gift</p> <p>Center Art: paint a flower pot</p> <p>Center Sensory: different kinds of smells</p>
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Full Length Lessons

Unit One: Lesson One

What is a plant?

<p>Student Sara Drost</p> <p>Lesson Title What is a plant?</p> <p>Course</p> <p>Date Submitted</p> <p>Date for Implementation</p>	<p>Cooperating Teacher</p> <p>Lesson Area</p> <p>School Site</p> <p>Grade Levels</p> <p>Description of Group</p>
<p>Goal <i>(Provide the number of the state/national standard (s) that is the focus of today's lesson; restate the standard in your own words)</i></p> <p>Kindergarten NGSS Standard: Use observations to describe patterns of what plants and animals need to survive</p> <p>VCSL standard: Identifies object that does not belong in a group of objects</p>	

Content Objective *(What observable behavior will students demonstrate at the end of this lesson? How will learning be measured?)*

Students will discriminate between plants and non-plant

Language Objective *(What language will students be using during the lesson and how will this language support an understanding of the Content Objective?)*

Students will use ASL vocabulary (plant, stem, leaf, flower, roots, seed) about plants to help them categorize plants and non-plants.

Formative Assessment *(Which oral/written responses will you observe during the lesson to gauge understanding and adjust the lesson accordingly?)*

As we do a picture walk of the book, I will observe how much students already know on the topic and if they have signs they use to talk about plants. During the sorting and comparing activity (the different plants and plant parts) I will take notes on the language used and whether they have incorporated any new vocabulary introduced during the read aloud.

Summative Assessment *(What evidence demonstrates students have met the objective?)* At the end of the lesson students will come back together for a full group and share what they did during their center time-what they noticed about the plants, then as a class review the vocabulary cards with pictures and give the correct sign. Particular attention will be on words such as root, stem, and other plant parts.

Materials/preparation *(What materials/preparation will you/students need during this lesson? How will you introduce/distribute them? What directions will you give students to help them transition to this instructional setting?)*

Book about plants

Cards with vocabulary words, signs and picture

Many different kinds of plants for the intro activity (seeds, weeds from outside, a flower, possibly some herbs from the store, etc.)

Other objects (rock, toys from the room, picture/statue of animal, etc.)

The Lesson *(Include steps and the amount of time for each of the following parts of the lesson.)*

Introduction *(In what ways will you elicit prior knowledge/experience about the concepts and/or content addressed in today's lesson? What questions, graphics, charts, text and/or realia will you use and how will you use it?)*

We will start reading aloud a book about plants. We will learn all the different parts of a plant. Read *One Bean* by Anne Rockwell. I will do a picture walk-through the first day as a bit of a pre-test to see if the students are familiar with any of the vocab words as well as what they know about plants already.

Procedure

1. The unit will start with a read aloud with a book about plants. First, we will do a picture walk-through of the book. Questions like “What is this? Who can tell me what the sign is for this picture? (Pointing at the picture) will allow me to see how much students know on the topic and whether they know the sign vocabulary. Prediction questions will also be raised- What do you think will happen? Who would like to share what they know about plants?
2. After the walk-through I will go back and read the entire story in ASL to students emphasizing different signs for the different parts of the plant. I will have students sign with me so they get practice with the new signs as well. I will have large cards of the new vocab words to use as practice.
3. Once we have read the books and introduced the vocabulary students will get the opportunity to explore various objects on a table and identify plants. The sorting activity requires them to separate what is a plant and what is not. Students will look and touch them and decide which ones are plants (or plant parts) and which ones are not
4. After students finish sorting, I will ask how they knew they were plants or not. Students talk about how they sorted them. If students struggle, the book is up as reference for children to look up. Volunteers will go pick one object from the table and see if we can find anything that matches the book/pictures.
5. Once all the plants have been picked out, I will ask students to look at all the plants. Can we identify the plants? Who can find a leaf? Who can find a flower?
6. At the end of the lesson we will come back as a whole group to talk about what we learned. We will go over the vocab words together (with the cards) and I will ask students about what parts of plants they saw and have them use the new signs we learned. This can also be a time for open questions or comments they want to share.

Closure (*What prompts will you ask to inform you about how the objective was met? How does this information connect back to the Introduction?*) We will come back together on the carpet and talk about the new words they learned. This is also a good time to have students share stories and encourage language use.

Modifications (*How you will adjust/differentiate your instruction to meet the diverse needs of the students in your group, including SDAIE/ELD strategies?*)

If a student already has some background knowledge about plants and has the signs to talk about them, I will ask questions about what different parts of the plant are for or what they do. If students are struggling with the new vocab I will let them pair up so they can see another person using the signs. If they are at a language level where they are pointing or gesturing I will work with them so they can point or gesture at a part of a plant and I will give them the sign for it. Or they can ask their peers what the sign is for each card. They may or may not be at the level where they can copy my sign.

Unit One: Lesson two.

Different types of plants

Student Sara Drost Lesson Title Course Date Submitted Date for Implementation	Cooperating Teacher Lesson Area School Site Grade Levels Description of Group
Goal <i>(Provide the number of the state/national standard (s) that is the focus of today's lesson; restate the standard in your own words.</i> VCSL Language Goal: Points to object and labels; combining nouns and verbs (ex: frog jump)	
Content Objective <i>(What observable behavior will students demonstrate at the end of this lesson? How will learning be measured?)</i> Given many different kinds of plants, students will be categorizing them based on different factors as measured by teacher observation and student work. Language Objective <i>(What language will students be using during the lesson and how will this language support an understanding of the Content Objective?)</i> Given interaction with many different kinds of plants, students will use descriptive ASL vocabulary to talk about the color, size, shape, and texture of the plants as measured by teacher documentation through checklists.	
Formative Assessment <i>(Which oral/written responses will you observe during the lesson to gauge understanding and adjust the lesson accordingly?)</i> As we go through the week, I will be using checklists and note taking to record what kind of language they are using while talking about the plants they are interacting with	
Summative Assessment <i>(What evidence demonstrates students have met the objective?)</i> Students will be drawing a plant or plant part they find outside and describing it to a teacher who writes down what they say. We will use that as well as observations of the students describing their picture to their peers and family	

Materials/preparation (What materials/preparation will you/students need during this lesson? How will you introduce/distribute them? What directions will you give students to help them transition to this instructional setting?)

Book: *Planting a Rainbow* by Lois Ehlert

Paper

crayons/colored pencil/markers

Clipboards

Many different kinds of plants collected from outside or bought from a store (to include obvious diversity in shapes and color)

Shaped and colored blocks for sorting

Signs with different descriptor names on them for sorting

The Lesson (Include steps and the amount of time for each of the following parts of the lesson.)

Introduction (In what ways will you elicit prior knowledge/experience about the concepts and/or content addressed in today's lesson? What questions, graphics, charts, text and/or realia will you use and how will you use it?)

The book of the week will be *Planting a Rainbow* Lois Ehlert. As I read it I will pay special attention to the descriptive words in the story. At this point students will have exposure to the plant parts, but maybe have not yet used descriptive language with them.

Procedure

1. Today we are going to read a new book. Does anyone know what this book is about? Yes you see a rainbow. This book is called "*Planting a Rainbow*" can we plant a rainbow? Can we touch a rainbow? Mm... I wonder what this book is about. If the pictures include the vocabulary taught previously, students will point them out.
2. Each day during center time, we will be focusing on a different kind of descriptive language (color, shape, size, texture). As a class we will look at a variety of different kinds of plants and put them in categories based on their descriptor. The first day we will do color. Students will pick different objects to describe "brown stick, green leaf, yellow flower," then size (big, small, gigantic). We will add both color and size to help children expand their descriptions. Center activities will also include other objects such as blocks for sorting
3. I will have labels (Green, Big, etc.) for each group in English with a corresponding picture as well so students get used to seeing the descriptive words in print.
4. On Friday, we will go on a walk to draw pictures of the plants we see and describe them.
5. Students will find two or three things that are related to a plant they would like to draw and draw it, then teachers will ask them about the plant and write down what they say. They will also take a picture of what the student draws. We will support students in using different kinds of descriptive words "My plant is big and green"
6. When we get back from the walk we will put all the drawings and sentences together into a book and read it as a class. Students can "read" their own page to the class.

Closure (What prompts will you ask to inform you about how the objective was met? How does this information connect back to the Introduction?) I will make copies of the book for all the students in the class and tell them they get to take them home and share them with their parents. The goal of this is to give students more practice with the signs and hopefully teach the parents more signs as they communicate more with their children.

Modifications (How you will adjust/differentiate your instruction to meet the diverse needs of the students in your group, including SDAIE/ELD strategies?) If a student is having a hard time coming up with descriptive words on their own, I will give them two options to pick from (is the leaf green or red? Is the flower big or little?). Students who are able to easily use one descriptor word I will encourage to find two or three words to describe the plant “big green leaf, soft red flower,”

Unit Two: Lesson three

How to Plant a Seed

Student Sara Drost	Cooperating Teacher
Lesson Title	Lesson Area
Course	School Site HSDC Preschool
Date Submitted	Grade Levels Preschool
Date for Implementation	Description of Group
<p>Goal (Provide the number of the state/national standard (s) that is the focus of today’s lesson; restate the standard in your own words.) Kindergarten Standard: Use observations to describe patterns of what plants and animals need to survive</p>	
<p>Content Objective (What observable behavior will students demonstrate at the end of this lesson? How will learning be measured?) Students will pick a good place to plant a seed (some sort of dirt, a pot etc.) Language Objective (What language will students be using during the lesson and how will this language support an understanding of the Content Objective?) Using a sentence frame, students will predict if a plant will grow a lot or a little in the different materials provided (I think the plant will grow _____ in _____) Did your plant change?</p>	
<p>Formative Assessment (Which oral/written responses will you observe during the lesson to gauge understanding and adjust the lesson accordingly?) As we read the book together, I will be stopping and asking students if they think the seeds will be able to grow in the different places it lands (snow, sand, ocean, etc.). When we plant the seeds, I will have students ask which material they should be planted in, and if they think it will grow or not.</p>	
<p>Summative Assessment (What evidence demonstrates students have met the objective?) We will be tracking the growth of several seeds planted in different materials so students can compare them in real life. After a couple weeks of growing Students will get to plant their own seed to take home with them. I will film them picking which material to plant it in and why to show their parents</p>	

Materials/preparation (*What materials/preparation will you/students need during this lesson? How will you introduce/distribute them? What directions will you give students to help them transition to this instructional setting?*)

Book “*The Tiny Seed*” By Eric Carle

Seeds

Pots

Several different things to plant the seeds in (dirt, sand, rocks, water, Legos, marbles, etc.)

Small shovels or trowels for each student

Poster Chart

Checklist (smiley face) with student’s names and faces

Pocket chart for responsibility list with pictures

The Lesson (*Include steps and the amount of time for each of the following parts of the lesson.*)

Introduction (*In what ways will you elicit prior knowledge/experience about the concepts and/or content addressed in today’s lesson? What questions, graphics, charts, text and/or realia will you use and how will you use it?*)

I will start by reading *The Tiny Seed* by Eric Carle. Students have already gotten to touch and interact with seeds, but they have not yet planted any.

Procedure

1. We are going to be planting seeds today, what is a seed? Yes, that is right, (picking up a big seed and small seed. We have many different shapes of seeds. What do we do with seeds? Eat them? No, we do not eat this one. We plant them. First, we need to know how to plant them. I have great story about how to plant a seed.
2. I will show the book “*The Tiny Seed*” to students and ask them what they think it will be about. As we read, I will ask students in each situation if they think the seed will grow.
3. When we finish the book, where was the seed able to grow? Were there any places the seeds can’t grow? Why can’t they grow? Sometimes seeds needs to be in the right place to grow. Let’s find out for ourselves. We will plant seeds in different places.
4. I will have cups of several different kinds of materials to grow seeds in (dirt, sand, rocks, nothing, Legos, marbles, etc.) and students will get the opportunity to touch all of them by passing the cup around and talk about what they all feel like.
5. Once students have gotten the chance to explore the materials, I will ask them who thinks a plant will grow in Legos, will grow in sand, etc. (record all students answers on chart) Count how many think plants will grow in Legos? Count each area. We are going to plant seeds and watch them grow. I will take out some seeds and tell them we are going to plant them today, but I need their help picking which material to plant them in.
6. Students will vote on which one they want, and I will write it on a chart so they can visually see which one the class wants. I will tell them we will plant the seeds in a few different things so we can see what is best. I will let them help me pick (dirt, then 2 or 3 others)
7. I will show them how to plant the seeds and have the students help me put them in the pots. I will then say we will be coming back to check on these but they grow slow so we might not be able to see anything for a few days.
8. As a class we will measure and chart the growth of the different plants over the course of a few weeks to see which one is growing the most.

Closure *(What prompts will you ask to inform you about how the objective was met? How does this information connect back to the Introduction?)*

Once we have some good data on how much all our seeds grew, the students will get their own pot and seed to plant and take home with them. I will film them picking what material to plant their seed in and say why in a video to their parents. I will also tell students (and parents) that we would love pictures and videos of how the students' plants are doing so we can share with the class.

Modifications *(How you will adjust/differentiate your instruction to meet the diverse needs of the students in your group, including SDAIE/ELD strategies?)* Some students might need more or less support in the language use. I will not require sentence frames to be used for students who are confident in signing complete sentences, but they will be there as a tool for students who need it. For students who struggle with signing more than one word I will start the sentence and have them sign part of it, working toward them signing full sentences.

Unit Two: Lesson four

A Plant Needs Sun, Water and Soil to Grow

Student Sara Drost	Cooperating Teacher
Lesson Title	Lesson Area
Course	School Site
Date Submitted	Grade Levels Preschool
Date for Implementation	Description of Group
Goal <i>(Provide the number of the state/national standard (s) that is the focus of today's lesson; restate the standard in your own words.</i> K-LS1-1. Use observations to describe patterns of what plants and animals (including humans) need to survive. VCSL Language Goal: Answers questions (ex: how, why, do++)	
Content Objective <i>(What observable behavior will students demonstrate at the end of this lesson? How will learning be measured?)</i> Students will take care of a plant by giving it all the things it needs to grow (soil, water, sun, care)	
Language Objective <i>(What language will students be using during the lesson and how will this language support an understanding of the Content Objective?)</i> When asked questions about how to take care of a plant students will answer what they would do (ex. What do you do with the water? "I pour it")	
Formative Assessment <i>(Which oral/written responses will you observe during the lesson to gauge understanding and adjust the lesson accordingly?)</i> I will be observing students as we plant the plants and ask them what they are doing. I will have check lists for students to see if they are able to answer the questions of what their job is for the day	

Summative Assessment (*What evidence demonstrates students have met the objective?*)

Once the plants have had time to grow, I will film the students telling me the best way to take care of a plant. (Do we use water or orange juice? Does it like to grow more in dirt or Legos?) They can have the different plants in front of them so they can show the comparisons of which plants are big and healthy

Materials/preparation (*What materials/preparation will you/students need during this lesson? How will you introduce/distribute them? What directions will you give students to help them transition to this instructional setting?*)

Book “*If You Plant A Seed*” by Kadir Nelson

Responsibility chart with pictures of each student and pictures of the different jobs

Small cups for planting

Bean seeds

Water

Orange juice

Camera

Graph to chart plant growth

The Lesson (Include steps and the amount of time for each of the following parts of the lesson.)

Introduction (*In what ways will you elicit prior knowledge/experience about the concepts and/or content addressed in today’s lesson? What questions, graphics, charts, text and/or realia will you use and how will you use it?*)

We will read the book “*If You Plant A Seed*” by Kadir Nelson to start the week. Students will be able to see how the two characters in the book take care of a plant and give it the things it needs to grow.

Procedure

1. Picture walk
2. Read Aloud in ASL and point out the sign vocabulary or phrases such as “the sun shines”. We will focus on talking about what a plant needs.
3. As we are reading the book, students will sign along the main concepts (sun, water, soil).
4. First, we will talk about soil. Where do we find it? What does it feel like? (Samples of soil will be provided for students to touch). Then connect it back to the plants we planted last week. Some of the plants we have are not in soil. I will ask my students what they think will happen with those seeds we are trying to grow. Do you think they will be big strong plants?
5. Next, we will talk about water. Where do we find water? When do you use it? Where can you find it outside? I will let them know we will be doing an experiment with what plants drink. I will ask them what the plants drank in the book, going back with pictures.
6. During snack time, I will ask students about what their favorite drink is and give them choices so that they can identify, taste and experience it and sign it. Do they think plants would like those kinds of drinks? Would they like orange juice?
7. We will plant several seeds. Half we will water with water, and the other half we will water with orange juice. We will make a chart to record how the plants will grow.

Students will have different jobs for taking care of the plants that will rotate every few days.

8. Every time we rotate jobs, we will go over them again and I will ask the students “your job do-do?” and they will tell me what they do. This ranges from watering the plants to measuring to taking pictures
9. One day we will talk about the sun. What does it look like? Can you feel it when you are outside? Do you like playing in the sun? Did the plant in the book like the sun? Do the plants we see outside like the sun?
10. We will monitor the plants for several weeks to see how they grow

Closure (*What prompts will you ask to inform you about how the objective was met? How does this information connect back to the Introduction?*) This lesson continues throughout the curriculum. Once a week we will look at the chart. I will ask students to describe both plants. Are they big, strong, small, etc. We will also continue to talk about the different jobs and telling other students or teachers what their job for the day is. After the plants have had several weeks to grow, we will have a discussion about what they need and what is best for the plants to be able to grow.

Modifications (*How you will adjust/differentiate your instruction to meet the diverse needs of the students in your group, including SDAIE/ELD strategies?*) If students struggle to answer questions, I will let them ask a friend for help. I will also give them options to pick from if they are struggling to come up with the sign on their own (is your job to water the plant or take a picture of it? Is the plant big or little?). If students are at a more advanced language level, I will ask them more complex questions about the plants. I will also ask them to use more descriptive words when talking about them (using multiple adjectives to describe the plant)

Unit Two: Lesson five

Life cycle of a plant

Student Sara Drost	Cooperating Teacher
Lesson Title: Life cycle of a plant	School Site: Rosen
Family Preschool	
Grade Levels: Preschool	
Description of Group: Whole Group	
Goal (<i>Provide the number of the state/national standard (s) that is the focus of today’s lesson; restate the standard in your own words.</i>)	
Kindergarten NGSS Standard: Use a model to represent relationships in the natural world	
Students will be modeling how a plant grows to show their classmates what happens when you plant a seed.	
VCSL language goal: Answers questions (ex: how, why, do++)	
Tells a simple story with a beginning, middle, and ending	

Content Objective (*What observable behavior will students demonstrate at the end of this lesson? How will learning be measured?*)

Given picture cues, students will be able to act out the life cycle of a plant and how a plant grows.

Language Objective (*What language will students be using during the lesson and how will this language support an understanding of the Content Objective?*)

Using visual support and physical movement mnemonics, students will act out the sequence of the different stages of a plant's life cycle

Formative Assessment (*Which oral/written responses will you observe during the lesson to gauge understanding and adjust the lesson accordingly?*)

After reading the book "*Plant the Tiny Seed*" students will predict what happens first, next and will act out during the dramatic play time to see whether they are incorporating concepts of a plant growing.

Summative Assessment (*What evidence demonstrates students have met the objective?*)

Students will perform the steps of how a plant grows for their classmates. The students will demonstrate what the first, next, and last steps of the performance. The performances will be filmed so I have documentation of how students did, and so the students can show their families.

Materials/preparation (*What materials/preparation will you/students need during this lesson? How will you introduce/distribute them? What directions will you give students to help them transition to this instructional setting?*)

Book "*Plant the Tiny Seed*" by Christie Matheson

Visuals of different stages of a plant, three to five stages depending on the language levels of the students (hopefully real plants if I can find them)

Paper, crayons, for making props for dramatic play

Picture cue cards for students if needed

The Lesson (*Include steps and the amount of time for each of the following parts of the lesson.*)

Introduction (*In what ways will you elicit prior knowledge/experience about the concepts and/or content addressed in today's lesson? What questions, graphics, charts, text and/or realia will you use and how will you use it?*)

I will start by asking the students what they learned the day before (or few days before). We will review some of the new vocabulary about plants they learned. In the book we read last week what happened to the plant? Did it stay the same size the whole time? No, it grew and changed.

Procedure

1. Once we review some of the plant names with the vocabulary cards. When we first start the unit, I will tell the students that plants grow and change which is why the plants we looked at the day before all had different sizes; some tall, some short. I will ask students if they know what makes a seed grow and show them the several different kinds of plants and seeds we had before. The book we read last week started with a seed. What happened to it?
2. Teacher reads aloud the book "*Plant the Tiny Seed*" in ASL. This book has different movements that go with each step of the process in planting the seed. Teacher and aide

will assist with modeling the movements with students. Students will act out the process after reading the entire book once.

3. After reading the book again with the teacher, students will respond together as a class using the movement associated with the picture shown by the teacher.
4. With the pictures on the wall representing each movement, I will ask the students what happened first, next, and last to help them sequence the order a plant grows.
5. Once the pictures are on the wall or on the floor, each student will act out its meaning, then the pictures are scrambled then someone will volunteer to put the pictures back in order.
6. Once students have correctly put the pictures in the right order students will have free dramatic play time where they will work with one or two other students and act out a plant growing.
7. Students will have time several times in the week to work on their skit. The cards with the different stages on them will be on the floor in the dramatic play area so students can use them to help tell their story. They will have the opportunity to make costumes or props if they would like, this is up to the students.
8. At the end of the week we will come back together as a class and each group will get to perform for the rest of the class. Performances will be filmed both for myself and for the parents

Closure (*What prompts will you ask to inform you about how the objective was met? How does this information connect back to the Introduction?*) After each group of two to three students performs, I will ask the rest of the class what happened first, next and last with the plant to help reinforce the sequence of events.

Modifications (*How you will adjust/differentiate your instruction to meet the diverse needs of the students in your group, including SDAIE/ELD strategies?*) Some students may not have adequate language skills to sign the sequence, in this case they can act out how a plant grows with gestures and movement, or they can arrange different stages of the plants in the right order with pictures. Students who are having a hard time with the sequencing part can have some basic steps. For example, I might give them the stages that come before and after, and they figure out what is in the middle.

For students that have an easy time with a three-part sequence I can add the additional steps as a challenge. I can change the whole lesson to include four or five steps if the class is ready for the challenge.

Unit Two: Lesson Six

Plants Drink Water

Student Sara Drost	Cooperating Teacher
Lesson Title	Lesson Area
Course	School Site HDHC
Date Submitted	Grade Levels Preschool
Date for Implementation	Description of Group

Goal (Provide the number of the state/national standard (s) that is the focus of today's lesson; restate the standard in your own words.

LS1.C: Organization for Matter and Energy Flow in Organisms All animals need food in order to live and grow. They obtain their food from plants or from other animals. Plants need water and light to live and grow. (K-LS1-1)

VCSL Language Goal: Classifier + action (ex: cl:v man climbing up a pole)

Content Objective (What observable behavior will students demonstrate at the end of this lesson? How will learning be measured?) Given a visual example, students will describe how a plant drinks water

Language Objective (What language will students be using during the lesson and how will this language support an understanding of the Content Objective?) Students will use classifiers to tell others how a plant drinks water.

Formative Assessment (Which oral/written responses will you observe during the lesson to gauge understanding and adjust the lesson accordingly?)

I will observe students as we do the experiment to see how plants drink and jot down notes on what language students are using

Summative Assessment (What evidence demonstrates students have met the objective?)

At the end of the lesson students will tell me how a plant drinks water, as well as explain to me how they water plants. (using classifiers for pouring water and the water being sucked up through the plant) and then they will demonstrate how to water plants with the class plants we have

Materials/preparation (What materials/preparation will you/students need during this lesson? How will you introduce/distribute them? What directions will you give students to help them transition to this instructional setting?)

Book *How a Seed Grows* by Helene Jordan

Celery

Water

Cups

Food dye

Plants we have previously planted

Watering can/cup

The Lesson (Include steps and the amount of time for each of the following parts of the lesson.)

Introduction (In what ways will you elicit prior knowledge/experience about the concepts and/or content addressed in today's lesson? What questions, graphics, charts, text and/or realia will you use and how will you use it?)

We will start by reading the book *How a Seed Grows* and focus on what happens when you water it.

Procedure

1. Today we are going to read another book. Let's look at the front cover, mmm what do you think this book is about? You see water. Who likes water? We play with water, we drink water. Dogs drink water. Guess what, plants drink water too. We drink water in a cup, dogs lick water from a bowl. But what about a plant, how does a plant drink water?
2. Let's read the book and find out what happens when the plant gets water (it grows) Where did they pour the water in the book? In the dirt around the plant or on top of the plant getting it all wet?
3. I will ask the students if plants drink water like we do. Do they have a mouth? I will then ask students how they think a plant drinks water. I will let them know we are going to do an experiment so they can see how plants can drink water
4. I will get some celery plants from the store and we will put them in water that is dyed with food coloring. Every day we will check on the celery and see what the leaves look like. After a day or two they will start turning the color of the water we are watering them with.
5. I will ask the students how they think the color got to the top of the plant in the leaves. Plants suck water from a glass. Just like when we drink with a straw, water goes through the straw. (using classifiers to show the movement of the water up the stem of the plant)
6. Our plants that we have been watering with different kinds of liquid will have been growing for a couple weeks now. What do they look like? How do we water them? I will explain that we water the soil around the plant. Why? Because the plant's roots suck up the water and give it to the leaves and other parts of the plant.
7. This week everyone will get the chance to water the plants and they will get to demonstrate to the class how they pour the water and how the plant sucks it up.

Closure (*What prompts will you ask to inform you about how the objective was met? How does this information connect back to the Introduction?*) Students will all get a turn to water plants to show how they should do it. We will talk again about how plants only drink water, but we like to drink lots of different things.

Modifications (*How you will adjust/differentiate your instruction to meet the diverse needs of the students in your group, including SDAIE/ELD strategies?*) Students who are not yet at a language level of producing signs on their own can copy a friend's signs and then sign together with them. If a student is struggling with how to describe watering a plant, I can give them two options (dump lots of water or gently pour).

Unit Three: Lesson Seven

Plants as Food

Student Sara Drost	Cooperating Teacher
Lesson Title	Lesson Area
Course	School Site
Date Submitted	Grade Levels preschool
Date for Implementation	Description of Group
Goal <i>(Provide the number of the state/national standard (s) that is the focus of today's lesson; restate the standard in your own words.</i>	
VCSL Goal: Uses qualitative descriptors (ex: hard; soft; yucky) Uses negatives (ex: don't like; don't know; not-yet)	
LS1.C: Organization for Matter and Energy Flow in Organisms All animals need food in order to live and grow. They obtain their food from plants or from other animals. Plants need water and light to live and grow. (K-LS1-1)	
Content Objective <i>(What observable behavior will students demonstrate at the end of this lesson? How will learning be measured?)</i> Given directions students will assist in making food for the class with the fresh fruits and veggies they tested earlier in the week	
Language Objective <i>(What language will students be using during the lesson and how will this language support an understanding of the Content Objective?)</i> Given visual cues students will tell the class if they liked or did not like the food they tasted	
Formative Assessment <i>(Which oral/written responses will you observe during the lesson to gauge understanding and adjust the lesson accordingly?)</i> During the taste test activity and the cooking, I will be recording students' descriptive vocabulary. Other adults in the room will help observe and make notes so I have evidence of the students using the language	
Summative Assessment <i>(What evidence demonstrates students have met the objective?)</i> At the end of the week we will go over the book we made as a class and I will be asking students about what we did. They will be able to reference the pictures and then will describe what happened. "We spread the sauce" etc.	
Materials/preparation <i>(What materials/preparation will you/students need during this lesson? How will you introduce/distribute them? What directions will you give students to help them transition to this instructional setting?)</i> Herb plant Veggie plant from store (hopefully tomato or something similar) Variety of fruits and veggies from a farmer's market (whatever is in season) Chart	

Smiley faces and frowny faces

Tape or something to stick faces to chart

Paper

Camera or phone for taking pictures

Food recipe (depends on season)

Growing Vegetable Soup by Lois Ehlert

Cooking supplies (bowls, plates, utensils, etc.) what is needed will depend on the recipes you pick

Cards with pictures related to vocab words (Hard, soft, sweet, etc.)

The Lesson (Include steps and the amount of time for each of the following parts of the lesson.)

Introduction (*In what ways will you elicit prior knowledge/experience about the concepts and/or content addressed in today's lesson? What questions, graphics, charts, text and/or realia will you use and how will you use it?*)

We will read the book *Growing Vegetable Soup* by Lois Ehlert so students can see how we get some of our food from plants.

Procedure

1. Who likes vegetables? I have a bag full of interesting vegetables. Who wants to be the first one to pick from the bag, no looking and pick it gently... What is this? Yes, that's a red tomato, As a class, students will describe it. What did it look like? Feel like? Taste like? Smell like? To work on expanding students' descriptive vocabulary. If needed I will have picture cards with examples of different descriptors on them.
2. Go through the bag one more time to emphasize the color, size and shape, then put them in a bowl aside for story time.
3. Read aloud of the story
4. Snack time: We will have a chart on the wall with a smiley face and a frowny face. Students will taste the vegetables (broccoli, red peppers, carrots, cucumbers), then put a small smiley or frowny face under the right column depending on if they liked it or did not like it. Then as a class we will look and see if more people liked it or did not like it. As students put up their face they will tell the class if they liked or did not like the food.
5. The next day, we will be cooking simple recipes. These will depend on what season it is and what fresh produce you can find. It can include veggies with some sort of dip, a fruit salad, pizza bagel (with veggies), etc.
6. As we make the recipes, we will be saying what we are doing. For example, mix the fruit, spread the sauce. I will have the aides in the classroom take pictures as we are working and of each step, then we can put together a classroom book for the process.
7. The next day we will read the book as a class about what we just cooked, remembering the steps we did and signing them. Every student will get a copy of the book to bring home and read with their parents

Closure (What prompts will you ask to inform you about how the objective was met? How does this information connect back to the Introduction?) To close the week, I will give students each a copy of our book about making food, and recipe cards with directions on how to make the different foods we made. I will encourage them to read the book with their parents and tell them what they did in class.

Modifications (How you will adjust/differentiate your instruction to meet the diverse needs of the students in your group, including SDAIE/ELD strategies?) If a student struggles to use signs they can point to the face that matches how they feel about the food. They can also look at the descriptor cards I will have and point to ones that describe the food. For students who have more advanced language skills I will ask them to use multiple descriptors (The carrot is hard and sweet)

Unit Three: Lesson Eight

Plants As Gifts

Student Sara Drost Lesson Title Course Date Submitted Date for Implementation	Cooperating Teacher Lesson Area School Site HDHC Grade Levels Preschool Description of Group
<p>Goal (Provide the number of the state/national standard (s) that is the focus of today’s lesson; restate the standard in your own words. LS1.C: Organization for Matter and Energy Flow in Organisms All animals need food in order to live and grow. They obtain their food from plants or from other animals. Plants need water and light to live and grow. (K-LS1-1) VCSL Language Goal: Tells stories about personal experiences</p>	
<p>Content Objective (What observable behavior will students demonstrate at the end of this lesson? How will learning be measured?) Students will plant their own seeds and tell their family how to take care of it. Language Objective (What language will students be using during the lesson and how will this language support an understanding of the Content Objective?) Given personal experiences over the curriculum, students will describe to a parent how to take care of their plant.</p>	
<p>Formative Assessment (Which oral/written responses will you observe during the lesson to gauge understanding and adjust the lesson accordingly?) Observations and checklists as students do the different activities to get their gift ready such as painting the pot or picking out what kind of flowers they want. Are they using language we have been using during the curriculum?</p>	
<p>Summative Assessment (What evidence demonstrates students have met the objective?) Students will be filmed telling their parents how to take care of their new plant, and what it needs to survive.</p>	

Materials/preparation (What materials/preparation will you/students need during this lesson? How will you introduce/distribute them? What directions will you give students to help them transition to this instructional setting?)

Pots for each student

Soil

Different kinds of flower seeds

Paint

Camera for filming

Zinnia's Flower Garden by Monica Wellington

Flowers for students to feel and smell

The Lesson (Include steps and the amount of time for each of the following parts of the lesson.)

Introduction (In what ways will you elicit prior knowledge/experience about the concepts and/or content addressed in today's lesson? What questions, graphics, charts, text and/or realia will you use and how will you use it?) Start by talking about what we did last week. We cooked and ate many different kinds of food that come from plants. What else are plants used for?

We will do a picture walk of *Zinnia's Flower Garden* by Monica Wellington.

Procedure

1. After reading the book I will ask the students what kinds of plants Zinnia grew. Did she grow vegetables that you can eat like we did last week? She grew flowers. What can you do with flowers? Can you smell them? Do you see flowers in the grocery store? I will have some flowers to pass around to the class so they can feel and smell them. We will describe what they look, feel, and smell like.
2. We will talk about how sometimes flowers can be gifts. Why do we give people gifts? To show we care about them (can talk about holidays and birthdays, possibly Mother's Day depending on time of year).
3. I will tell students that we are going to be making a gift for their parents or families. We will plant some flowers, then give them to their family with directions on how to grow them.
4. Class activity: We will put dirt in the pot and then students will get to plant the seeds. I will have a few different flower seed options they can pick from (different colors, shapes, etc.). And students will have to describe the kind of flower they want to plant. Since students have had several opportunities to plant seeds in the previous weeks this will be a guided activity, not teaching them. I will ask them what we do with the seeds and how to plant it to see who remembers it.
5. Literacy Center activity: Flower stickers and letters, drawing on card stock for Mother's Day.
6. One center activity will be painting flower pots for their flowers to be planted in. This can review some of the vocabulary from the beginning of the curriculum such as colors.

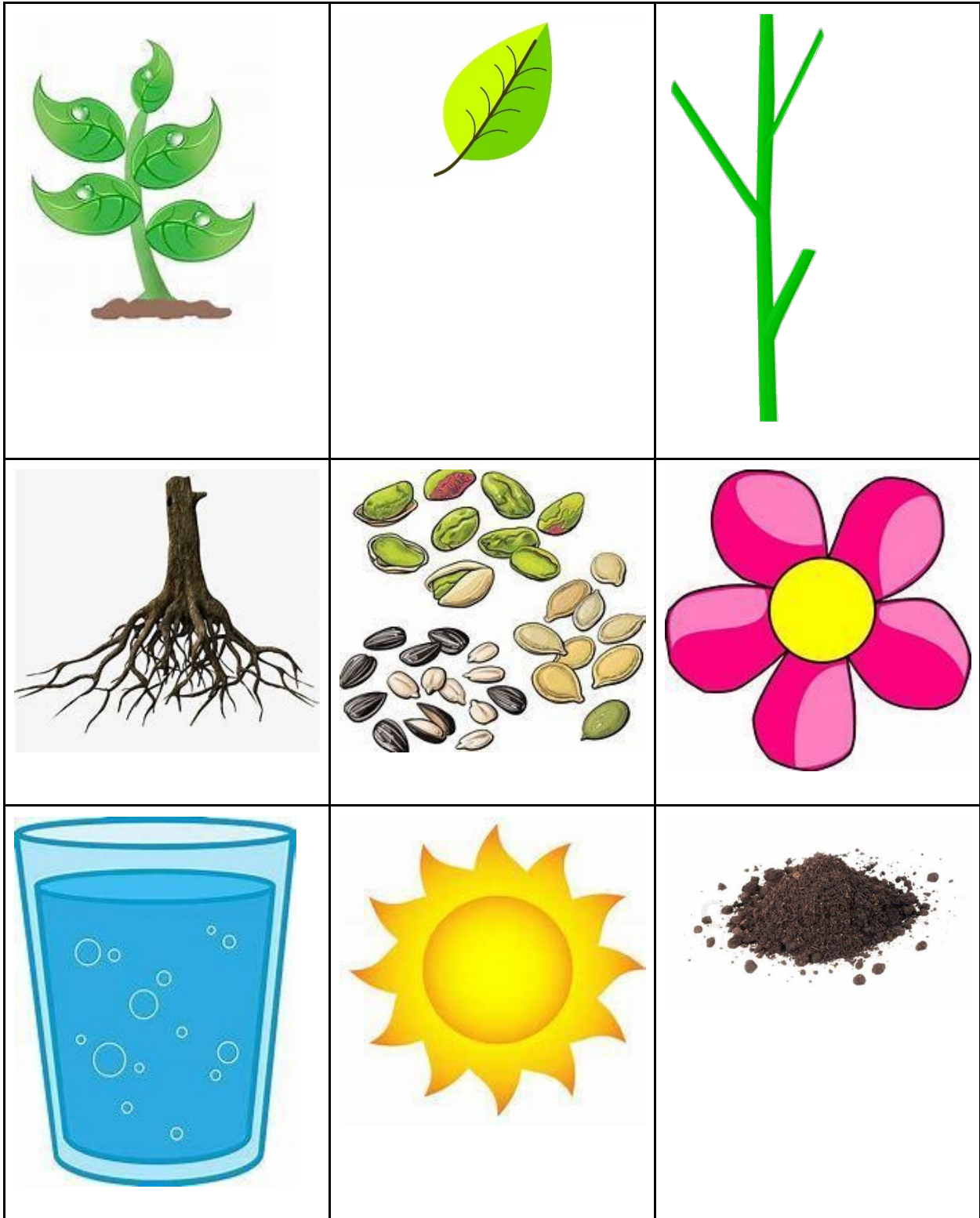
7. Once the flower seeds have been planted students will teach their parents how to take care of the plant. Students will have the plant in front of them and will also have cards with picture clues (such as rain or a watering can) to help them give directions. They should be pulling on their own experiences.
8. Students will get to take the pots home to their family, and the parents will get the video of their child telling them how to care for it. (I will also send home a sheet with written directions on it). I will invite families to share how their plants are doing at home and how they are taking care of them in the coming weeks.

Closure (*What prompts will you ask to inform you about how the objective was met? How does this information connect back to the Introduction?*) Families will be encouraged to share how their plants are doing at home. Over the next week I will ask students where they put their plant in the house, and if they water it.

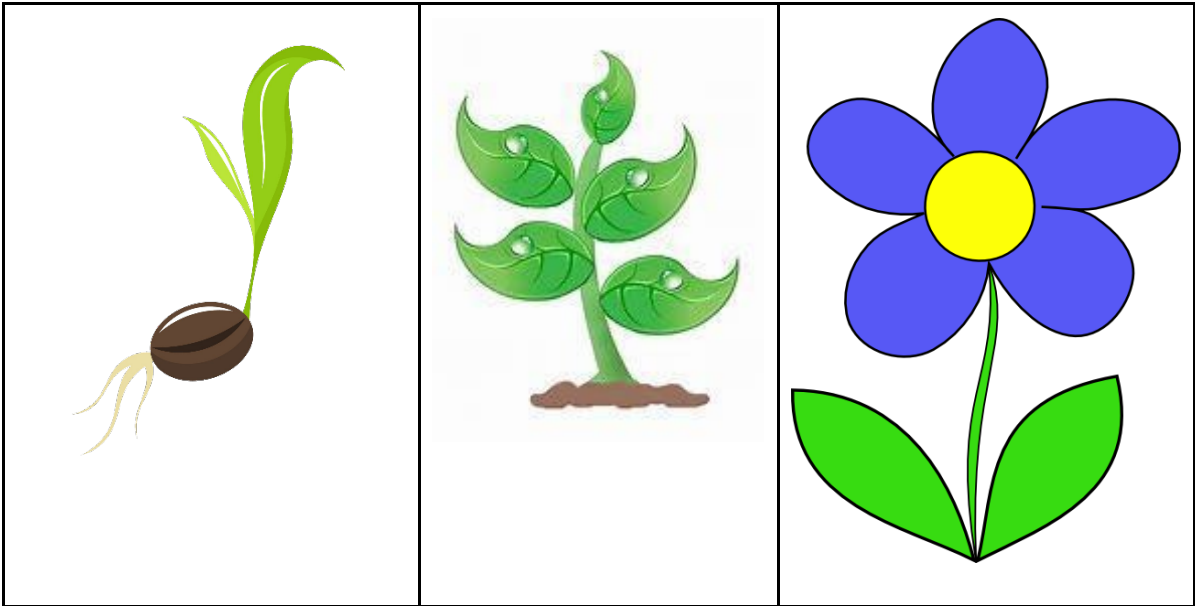
Modifications (*How you will adjust/differentiate your instruction to meet the diverse needs of the students in your group, including SDAIE/ELD strategies?*) If a student is struggling with giving directions, I can have them demonstrate or act out what to do. I can also pair students up to do a video so they can ask each other questions and help if one of them gets stuck.

Appendix B: Assessments and Handouts

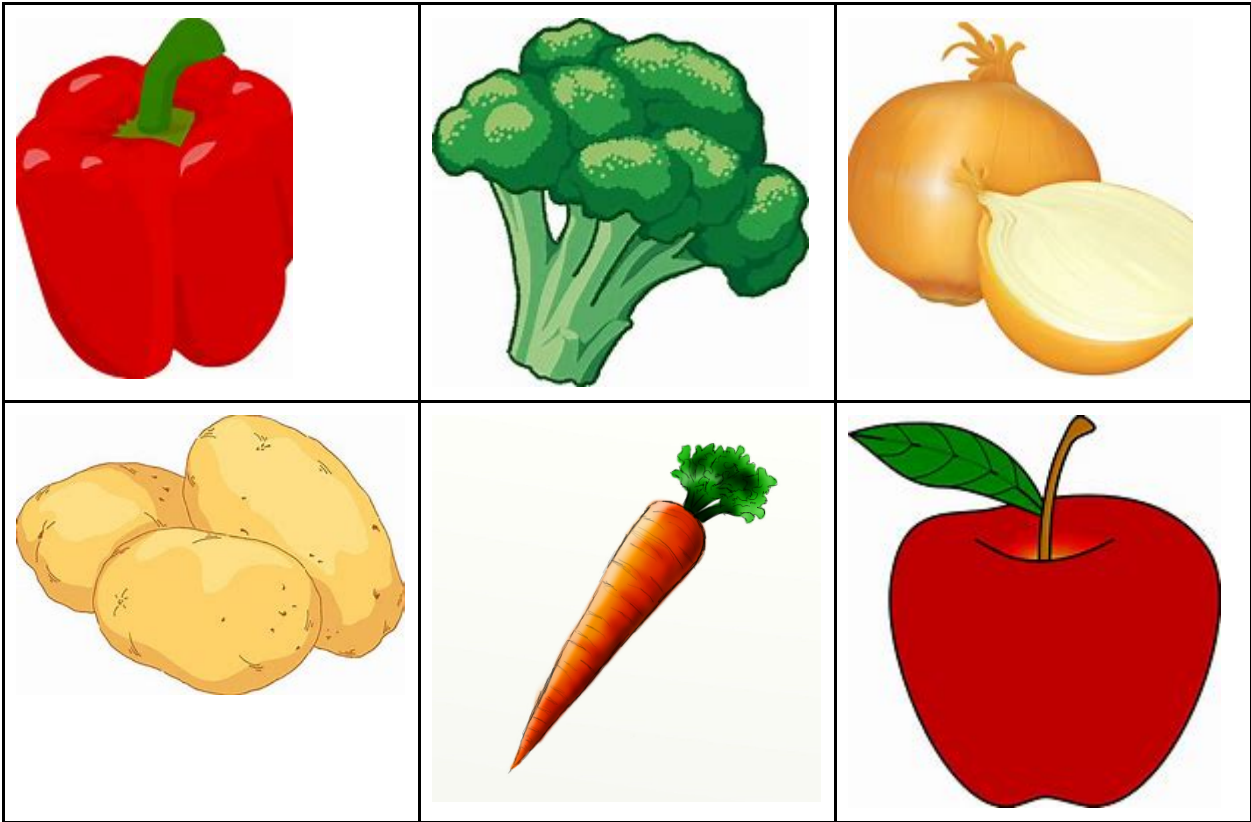
Vocab word cards: Lesson 1

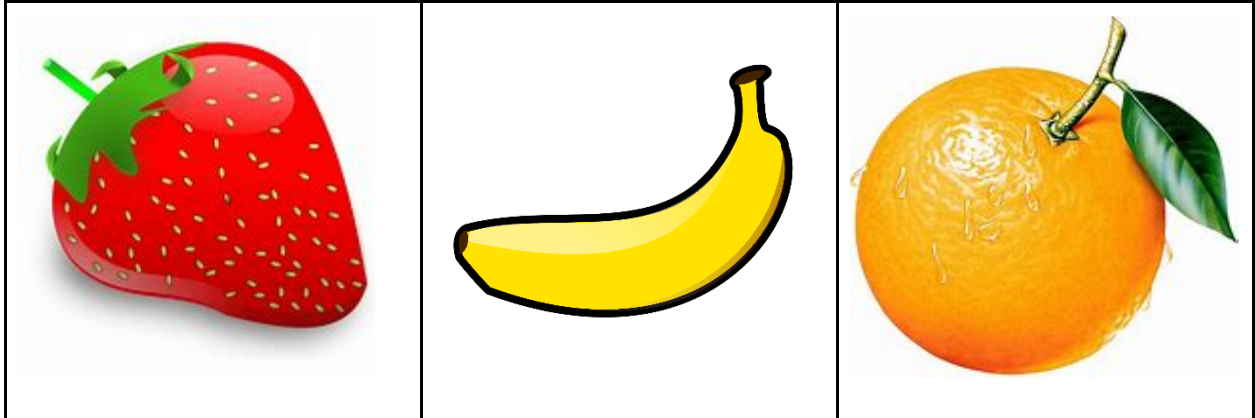


Stages of a plant cards: Lesson 3



Vegetable and Fruit Vocab: Lesson 7





Assessment Tools

Vocabulary checklist

Picture of concrete objects	Knows Sign	Knows English word	Doesn't Know
dirt			
plant			
seed			
Sprout			
Stem			
Root			
leaf			
flower			
water			
Sun			

Language Observation Checklist

Name	Date	Language use
Name		Ex. "Leaf big" Used F classifier to describe skinny stick
Name		

Rubric for dramatic play activity

	1	2	3
Plant life cycle knowledge	Does not put the stages in order and (does not have the vocabulary to describe the picture) is not able to describe them	Puts some in order and can partially describe, or puts in order but cannot describe Has the vocabulary but the description is somewhat incoherent	Is able to order the stages of a plant's life and describe each one Clearly uses vocabulary and describes the picture accurately and coherently.
Classifier usage	Does not use any classifiers	Uses one or two classifiers	Uses several different kinds of classifiers to describe the plants

General rubric for videos

	3	2	1
Language use	Uses language and vocabulary introduced in class that is relevant to topic including descriptive words and classifiers	Uses some vocabulary, descriptive words, or classifiers, but some of it is incorrect	Does not use vocabulary or language related to topic

Content	Addresses all parts of the content (ex. All growing stages of the plant or all the things a plant needs to survive)	Addresses part of the content but might forget or skip a step or part. (ex. Plants need sun but does not mention water)	Does not address the content and talks about another subject
Clarity	Signing is clear and understood by others	Some signs are clear, some others need to guess the meaning	Signs are not clear and others cannot understand them from the video

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