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UNIVERSITY OF CALIFORNIA, SAN DIEGO

Fostering Positive Deaf Identity Development in a K-2 Deaf Classroom

A Thesis submitted in partial satisfaction of the requirements for the degree
Masters of Arts

in

Teaching and Learning: Bilingual Education (ASL-English)

by

Courtney Hipkind

Committee in charge:

Tom L. Humphries, Chair
Bobbie Marie Allen
Cheryl Forbes

2014

The thesis of Courtney Hipskind is approved and it is acceptable in quality and form for publication on microfilm and electronically:

Chair

University of California, San Diego

2014

DEDICATION

THIS THESIS IS FOR ALL OF MY DEAF STUDENTS PAST, PRESENT, AND FUTURE.

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I would also like to thank the school for the Deaf where I completed my final internship and taught my curriculum. It was one of the most enriching experiences of my pre-teaching career, one that I won't soon forget.

Finally, I would like to thank my family for their full support and encouragement as I completed this two-year teaching program.

ABSTRACT OF THE THESIS

Fostering Positive Deaf Identity Development in a K-2 Deaf Classroom

by

Courtney Hipkind

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

University of California, San Diego, 2014

Tom L. Humphries, Chair

All Deaf children deserve to have opportunities to openly explore, examine, and affirm their own Deaf identities at school, yet there is a shortage of curricula and resources dedicated to this basic need. The aim of this thesis is to provide Deaf children with such opportunities.

The curriculum within- *Fostering Deaf Identity Development in a K-2 Deaf Classroom*- consists of two units that address positive Deaf identity formation. The first unit focuses on the characterization and affirmation of a Deaf identity among students

through the creation of books about themselves. The second unit facilitates experiences in which students investigate and discuss the implications of being Deaf in a generally non-Deaf society.

Survey questionnaire responses, field notes, student artifacts, and assessments of student work, were collected to measure the effectiveness of the curriculum. Essentially, students reaped multiple benefits: they 1) created books about themselves and their families; 2) recognized that although they are different from each other in many ways, the shared use of ASL— both an aspect of Deaf identity and the language of the Deaf community- is something that they have in common; 3) discussed various communication methods that they use to interact with their family, friends, and non-signers; 4) debunked myths about Deaf people; and 5) enhanced their language use for both ASL and English.

I. Introduction

This thesis illustrates my pursuit of social justice within an education system that both reflects and reproduces the injustices of general society. I believe that Deaf education should include opportunities for d/Deaf students to form a positive self-image and nurture a profound respect for the diversity of people, for this fundamental understanding and acceptance of the self and of others will enable them to better navigate and overcome the societal inequalities that are so deeply entrenched in education and in general society. It is equally imperative that d/Deaf students receive an education that boosts bilingual development in ASL and English, the two languages that they use for learning, understanding, expression, and interaction. My curriculum goals are for students to 1) create “All About Me” books to establish an understanding that although they are different from each other in many ways, they share one thing in common: a Deaf identity; 2) identify Deaf cultural and communication practices to become increasingly aware of what it means to have a Deaf identity; 3) make a film that positively and accurately portrays who Deaf people are and what they can do to empower themselves and other deaf individuals. These goals will be partially realized through the fourth and final goal: for students to gain more expertise in the use of conversational and academic language in ASL and English.

My curriculum applies the learning theories of linguistic interdependence and comprehensible input to support bilingual development in ASL and English. Students will utilize both languages to create an autobiographical book. Vygotsky’s social learning theory plays an important role throughout the curriculum because it will ensure that my pedagogical practices are developmentally appropriate and matched to individual

learning, and that students will learn about themselves and others in positive contexts.

The ‘funds of knowledge’ model brings attention to the repositories of knowledge and experiences that students already possess, which will inform my instructional practices

and provide these students with content for their autobiographical books. The

implementation of my curriculum is predicated on a bilingual/multicultural approach to

the education of d/Deaf children. In my view, this framework for teaching accommodates

the needs of d/Deaf students as bilingual learners who hail from diverse backgrounds.

II: My Approach to Education of Deaf Children:

I am a staunch supporter of a bilingual/multicultural approach to the education of d/Deaf children because it has multiple benefits across cognitive, linguistic, academic, and social domains of learning.

Numerous research studies stretching back to the 1960's yield empirical evidence demonstrating the general cognitive benefits of bilingualism. In 1962, Peal and Lambert conducted a groundbreaking research study discovering that bilingualism has positive impacts on cognitive functioning and significant cognitive advantages over monolingualism (Baker, 2011). Bilinguals outperformed monolinguals on measures of IQ leading the researchers to conclude that bilingualism produces greater mental flexibility, the ability to think more abstractly, and more independently of words, providing superiority in concept formation; that a more enriched bilingual and bicultural environment benefits the development of IQ; and that there is a positive transfer between a bilingual's two languages, facilitating the development of verbal IQ. (Baker, 2011, p. 44-45).

Some research studies underscored higher divergent/creative thinking in bilinguals. The characteristics of divergent/creative thinking include creativity, imagination, openness to interpretation, and flexibility (Baker, 2012). Several international studies comparing divergent thinking in bilinguals and monolinguals revealed that bilinguals have superior divergent thinking skills. Furthermore, Cummins' (1975, 1977) study paralleling divergent thinking skills in balanced bilinguals and non-balanced bilinguals, found that balanced bilinguals were superior "on the fluency and flexibility scales of verbal divergence, and marginally on originality" (Baker, 2012, p.

149). Kharkhurin's 2005 study discovered that the level of proficiency, age of acquisition, the length of exposure to a new culture all contribute to a bilingual's divergent thinking skills (Baker, 2011). Consequently, bilinguals generally have a greater capacity for flexibility, fluency, and elaboration in terms of developing ideas or solving problems.

Other studies focused on measuring metalinguistic awareness in bilingual children. Bialystok completed three studies on the control of linguistic processes, each involving a sample of around 120 children (Baker, 2011). These children were asked to judge and correct sentences based on their syntax, irrespective of their meaningfulness. Bilingual children in all three studies performed better than their monolingual counterparts. Bialystok also examined word processing and conceptualization of words in children. Once again, bilinguals outperformed monolinguals, showing a more advanced understanding of the concept of a word (Baker, 2011). Enhanced word conceptualization, in turn, enabled these bilingual children to acquire the skill of counting words in sentences more quickly than monolingual children. By virtue of being proficient in two languages, a bilingual child has a greater capacity for learning.

Likewise, there are research studies that highlight the advantages of bilingual education. Researcher Willig (Baker 2011) used meta-analysis to review twenty-three evaluative studies on U.S. bilingual education. She found that various forms of bilingual education supporting minority languages were consistently superior. Bilingual students had more advantages on reading, language, and math tests that were given in their second language (English). Furthermore, bilingual students also performed strongly on non-English tests focusing on curriculum content such as writing, listening, social studies, and

self-concept (Baker 2011). Consequently, strong forms of bilingual education with emphasis on minority language produce positive benefits for bilingual students. A 1996 study analyzing the cost-effectiveness of bilingual programs, revealed that stronger forms of bilingual education could create cost savings for the U.S. education system (Baker, 2011). Such programs yield higher levels of achievement in fewer years of study, reducing unemployment and producing a more skilled workforce. The notable advantages and merits of bilingualism and bilingual programs combined with the rising number of students who use two or more languages, suggests that bilingual education is going to gain further traction in the upcoming years.

In the context of Deaf education, the bilingual approach facilitates the acquisition of ASL and English— the two languages that d/Deaf people use to move between and interact with the Deaf and hearing communities. The mastery of ASL provides d/Deaf individuals with access to the Deaf community in which they can achieve a sense of belonging and take pride in being Deaf. Learning how to read, write, and even speak in English, is integral to a d/Deaf individual's survival and potential success in a society that considers English to be the main language of communication.

However, it is the actions that parents take following detection of hearing loss that is most instrumental in determining the trajectory of a d/Deaf child's ASL-English bilingual development. More than 90% of d/Deaf children are born to hearing parents (Mitchell & Karchmer, 2004) who may “experience grieving, non-acceptance of deafness, and confusion created by an abundance of detailed and contradictory information” (Allen, 2002, p. 149). In some cases, hearing parents who buy into the deficit/infirmity model of d/Deaf people (Lane, 1999) are likely to favour an oral-aural

approach to education whereby no form of sign language is used; instead, d/Deaf children learn to “use their residual hearing in combination with speech reading and contextual cues to better comprehend and use spoken [English]” (Moog, 2000, para. 1). However, Humphries, et al. (2013) point out, “spoken language is inaccessible for many d/Deaf children, [and] such linguistic deprivation carries with it the risk of cognitive delay and psycho-social difficulties” (p.2). In contrast, the visual-gestural nature of ASL qualifies it as the best fit for d/Deaf children, who are in need of an *accessible* first language.

Hoffmeister’s (1998) study found that the mastery of ASL instills in d/Deaf children, metacognitive and metalinguistic skills that scaffold the second language acquisition of English. Additionally, Humphries (2013) cites numerous studies demonstrating that d/Deaf children who are raised in households where ASL is the primary language of learning and communication are more inclined to be “successful readers, and were more socially and culturally knowledgeable than d/Deaf children of hearing parents” (p. 12). Goldin-Meadow and Mayberry (2001) likewise endorse the advantages of developing a first language foundation in ASL:

Deaf children who are learning ASL (or any natural sign language) from their deaf parents do not need intervention at this stage of the process; they learn language naturally and at the same pace that normally hearing children acquire spoken language. ... However, deaf children born to hearing parents do need interventions and on several fronts. Early detection of hearing loss, early entry into an educational system, and early and continuous contact with fluent signers together may go a long way toward ensuring that profoundly deaf children have access to and learn a language (p. 226).

In Strong and Prinz’s (1998) study, children of Deaf mothers outperformed children of hearing mothers on a battery of ASL and English measures, from which it was deduced that ASL proficiency enhances the development of reading and writing skills. Padden and

Ramsey (1998) reported a comparable finding, identifying two specific ASL skills that d/Deaf children use to make tangible connections between ASL and written English—fingerspelling and familiarity with initialized signs. Fingerspelling competence involves knowing how to correctly spell and write fingerspelled words in English. An initialized sign refers to a sign with a handshape that is based on the first letter of the word; these are some examples: FAMILY, BLUE, and VEGETABLE. Sustained exposure to fingerspelling and initialized signs means that a d/Deaf child is always interacting with the English language; therefore it is virtually impossible to teach each language in isolation. The decades of research documenting the cognitive benefits of bilingualism, as well as the compelling evidence verifying that ASL proficiency facilitates achievement of literacy in English, ultimately establishes the ASL-English bilingual classroom as an ideal educational setting for the d/Deaf child.

In a bilingual classroom, educators of the d/Deaf employ multiple strategies and techniques to consistently bridge ASL and English during instruction. The ASL ‘chaining’ technique is a visually accessible method for illustrating links between both languages. Humphries and MacDougall (1999) state, “the use of *fingerspelling, signs, print, pointing, and facial markings* during ‘chaining’ strongly suggests that there is an achievable juxtaposition of ASL and English in [Deaf] classrooms in natural ways” (p. 93). This is an example of a ‘chaining’ sequence: 1) sweep your finger under the printed English word 2) model the ASL sign 3) sweep your finger under the word again, 4) fingerspell the word again, and 5) model the ASL sign one final time. This process teaches a vocabulary word in print, fingerspelled, and signed forms, providing a perceptible link between ASL and English. Padden’s (2006) research on fingerspelling

development leads her to conclude that “the skill of linking fingerspelling to English words develops when the [d/Deaf] child begins to acquire English literacy...in this sense, [they] come to understand the words as having internal linguistic patterning, as made up of hand shapes that correspond to alphabetic letters” (p. 195). In effect, regular use of the ‘chaining’ technique to draw parallels between ASL and English will promote the acquisition of reading and writing skills.

Simms, Andrews, and Smith (2005), recommend the use of a balanced reading paradigm to ease the comprehension process for d/Deaf readers. Essentially, “the deaf reader gets the big picture of the text (conceptual understanding), with the guidance of the teacher or expert peers using the student’s dominant first language. (ASL)” (p. 41). The language experience approach (LEA) encapsulates all of the elements of a balanced reading paradigm. In an ASL-English bilingual classroom, the LEA aims to facilitate an understanding of the relationship between ASL and English print. Teachers use students’ existing language and prior experiences to create personalized texts for reading and writing instruction. The LEA is adaptable enough to be implemented any number of ways, but common application of this strategy entails a teacher writing down, word-for-word, a personal story that a student has shared in their first or preferred language –ASL–and then using the resulting piece for reading instruction with the student (Baker, 2011). Alternatively, the teacher can videotape the student signing the story in ASL, and then have them write it in English. In this instance, correct usage of grammar, syntax, spelling and is deemphasized in favor of ensuring that the student’s self-expression is accurately captured in print. Overall, the produced text “is easier for students to read because it consists of his or her own natural language, experiences, and knowledge”

(Baker, 2011, p. 187). The LEA empowers students to assume more control of their own reading and writing development, which occurs in contexts that are relevant to their experiences and interests.

Lambert's model posits that a child's sociocultural environment has an influential role on their bilingual status (Hamers, 1998). This is true for d/Deaf children who, from an early age, begin to embrace, reject, or merely 'accept' being d/Deaf, depending on which of the two models of d/Deaf people they are exposed to: the deficit/infirmity/medical model or the cultural model.

The deficit/infirmity/medical model equates being 'Deaf' with being 'disabled,' or 'abnormal.' Two discriminatory practices, ableism (prejudice against those with perceived 'disabilities') and audism (an assertion that Deaf people should emulate hearing people) uphold this subtractive view of d/Deaf people. In stark contrast, the cultural model places 'being Deaf' in a positive context. Deaf people are 'whole' beings as opposed to 'broken' beings in need of fixing. Those who hold this view are members of a culturally Deaf community that contains all of the trappings of a culture, including a shared language (ASL) and history. Culturally Deaf people firmly assert that "the use of vision [is] a positive, efficient, and fully communicative alternative to audible speaking and hearing...ASL is thus not only equal to spoken language, but also the most natural language for people who are born deaf" (Baker, 2011, p. 364).

Cummins's (1986) theoretical framework of minority empowerment argues that there is a power imbalance between the hearing majority and the Deaf community that is mirrored in the U.S. educational system, with power and status struggles occurring between schools and the Deaf community, as well as Deaf students and hearing teachers.

Such conditions predispose d/Deaf students to failure due to limited parental access to educational and economical resources; mismatches between the languages used at school and at home; and divergent interactional styles between teachers/students and students/parents (Cummins, 1986). According to Cummins, (1986) there are four components in organization of schooling that facilitate d/Deaf student empowerment academic success: cultural/linguistic incorporation, community participation, pedagogy, and assessment. The best learning and social environment is one that provides d/Deaf students with the “ability to participate actively in two cultural and linguistic communities, to feel a strong sense of identity and membership in these communities, and to use their fully developed linguistic and cognitive resources to contribute effectively to the societies in which they live (Cummins, 2006, p.5). In other words, an ASL-English bilingual/multicultural classroom has the potential to function as a safe space of synthesis and renewal where d/Deaf students are enabled to explore their “complex personhood” (Tuck, 2009, p. 422) and encouraged to develop a deep appreciation of the diversity of people. This is exactly what I hope to accomplish with my curriculum.

III. Justification of Need:

Conflict theorists argue that education is a reproduction of the power structure within a society. Our society is capitalistic in nature, defined by competition and struggles between oppressors and the oppressed, which produces significant inequalities. This is mirrored in the school systems, with the struggles occurring between students, teachers, and administrators (Sadovnik 2004). Boudreau and Passeron, two prominent conflict theorists, examined the role of culture in shaping status and class position (Sadovnik 2004). They insisted that school systems take stock of the characteristics of individuals or groups- their social identities- and use it to sort students into class positions with the intent of maintaining the social hierarchy. For example, minority students with lower socioeconomic status are likely to be categorized as having low potential for academic success; consequently their opportunities for occupational and social mobility are limited, securing their position in the social hierarchy. Conversely, wealthy white students are high tracked for success and therefore will flourish in society. When school systems dictate specific social identities, it hinders or enhances graduates' chances of success in life. If it is true that the classroom is a microcosm of society at large (Kravatz 2012), then educators and students must collaborate to transform it into a place where the production and reproduction of social inequalities is effectively disrupted and dismantled. This is achievable through an exploration of *how* the production and reproduction of social inequalities occurs.

Sociolinguistic theorist Vygotsky stated that children's learning is itself a social process whereby they replicate, internalize, or synthesize the words and actions of the individuals (e.g., peers, teachers, or families) that they interact with across different

social contexts (Derman-Sparks, 2006; Byrnes, 2008). This socialization process becomes visible during the critical period of development, when a young child begins to develop a nascent awareness of the self and others; in fact, they learn about themselves through others. For children of this age, socialization occurs in the home, the local community, and the Early Childhood Education (ECE) classroom, all environments where they encounter a set of rules, attitudes, beliefs, and practices— ‘ways of being’— that will shape their view of themselves and others.

Arguably, “the social purpose of education is to socialize children into the various roles, behaviors, and values of society” (Sadovnik 2004, p. 9). However, the increasing diversity of the people that we live among today demands a shift away from the myopic practice of neatly placing individuals in biological, cultural, and social categories. There is a widespread misconception that children are ‘too young’ to begin forming skewed perspectives of themselves and others. On the contrary, the Anti-Bias Curriculum (ABC) Task Force (Sparks-Derman & Olsen Edwards, 2012), insist that young children are well capable of conceiving of ‘pre-prejudices,’ or “beginning ideas and feelings that may develop into real prejudice if reinforced by societal biases” (xiii). According to ECE researcher Vandebroek (1999), forming ‘pre-prejudices,’ in combination with categorizing and generalizing people, is a strategy that young children use to make sense of the world. The evidence henceforth presented confirms this.

Social learning theorist Bandura’s 1961 Bobo doll experiment discovered that children develop an early awareness of conventional gender roles. Following exposure to a male adult model engaging in acts of aggression (physical and verbal) toward a Bobo doll, boys were two times more likely than girls to show similar aggression in their own

interactions with the doll (Bandura, Ross, & Ross, 1961). Quintana (1998) verifies, “across race and ethnic group, a pro-White bias tends to be highest in the preschool years” (p. 30). His five-level model for children’s understanding of ethnicity indicates that preschool age children’s differentiation of race is predicated on pro-White bias and anti-Black bias, and the usage of terminology that refers to discernable physical features such as skin color (Quintana, 1998). This parallels Vandebroek’s (1999) assertion that children in this age group start to experiment with group affiliations, which may involve exploring what it means to have a certain skin color, or what it means to be a boy or girl. Vandebroek (1999) uses his own observations of young children’s social interactions to substantiate this claim: “During the preschool age...the realization of ‘what kind of person I am’ is carried further than gender or skin colour. Children begin to notice ever more differences in culture: first are the most obvious, such as language differences; later there are also more subtle ones, such as differences in style of dress, eating habits, customs, behavior, and body language (p.56). Derman-Sparks and the ABC Task Force name additional influences that socialize young children into forming biases or perpetuating all kinds of ‘-isms’ (e.g., racism, ableism, audism, or sexism): the media, pop culture, the entertainment industry, families, communities, personal relationships, politics, and so on.

D/deaf students are subjected to this same socialization process, which affects their ability to cope with conflicting messages about what it means to be d/Deaf via the deficit/infirmity vs. cultural models. Working in the field of education, I have witnessed the impact of the socialization process on d/Deaf students and adults alike. Public school settings where d/Deaf students are segregated from their hearing peers, may breed

feelings of inferiority that fester for a long time; I offer an examples of this.

Just last year, during a visit to a school for the Deaf, I encountered one of my former students from a Deaf/HH program where I had worked as a teacher's aide for two years. She'd transferred to the school for the Deaf just the year prior, and I was thrilled to get the opportunity to see how she liked it. I asked her, "How do you like this school? Are you enjoying it?" She looked away for a moment and smiled shyly before declaring, "I miss the other school." I was initially surprised, but figured that she missed her old friends. Our brief conversation inspired me to reflect upon my experience working in the Deaf/HH program.

This program provided limited opportunities for deaf students to learn about Deaf culture. For example, three Deaf/HH classes combined to work on a long-term project learning about cultures from various countries. The students learned about different elements that make up a culture, such as such as language, food, clothing, arts and literature, and customs and traditions. However, there was absolutely no mention of the Deaf community, Deaf culture, or even Deaf people, in the study of these other cultures. That the one thing that all of the Deaf/HH students share in common was overlooked, whether intentionally or unintentionally, was disappointing. This glaring omission of "the Deaf experience," clearly demonstrated inadequacy in offering an educational experience that fosters a Deaf child's social development.

Furthermore, English language development was a core component of the school curriculum, to the exclusion of sign language (ASL or Manually Coded English) development. Students were expected to learn how to read, write, and speak in English despite that they had not yet fully mastered a first and much more accessible language-

sign language. Essentially, students in this program were, and continue to be denied opportunities to 1) master a first and most accessible language- ASL; 2) become bilingual in English and ASL; 3) learn about Deaf culture, including ASL literature, the history of Deaf people, etc.; and 4) gain membership in the Deaf community where they might gain a sense of belonging and camaraderie. This list is not exhaustive, but surely it is enough to reveal the lack of empowerment granted these Deaf/HH students.

Derman-Sparks and Edwards Olson (2012) are correct when they punctuate the necessity of adult intervention in children's overall development, for adults model and provide instruction on how to be a person. As a pre-service teacher, I believe it is imperative to facilitate opportunities for d/Deaf students to cultivate a positive perception of themselves, and of others because it will dictate their capability to recognize, respect, and value the diversity of people. "If [they] do not have enough opportunity to come into contact with diversity, then they will, by generalizing, become more and more convinced that there is only one good way to be: namely, theirs" (Vandebroeck, 1999, p.56). The construction of a prosocial classroom where positive identity formation is encouraged and the diversity of people is celebrated will arrest the development of 'pre-prejudices.' My vision is that d/Deaf students will be empowered to begin constructing agency, "the confidence and skills to act on one's behalf" (Solorzano & Delgado Bernal, 2001, p. 315-16), that they may one day grow up to exercise as a means of emancipating themselves and others from the socialization process that produces and reproduces inequalities in education and society at large.

My primary challenge is to create a developmentally appropriate curriculum that enables d/Deaf students to 1) consciously detect the identity markers, visible or invisible,

that distinguish individuals from each other, 2) understand that these identity markers do not determine the value of a person; on the contrary, they are reflective of the person's uniqueness, 3) explore and discuss what it means to be Deaf- something that they may share in common if they identify as such- while also respecting the fact that there is no one way to be Deaf; 4) define, describe and explain what they enjoy about ASL, the language of the Deaf community individual; and demonstrate understanding of these concepts in ASL and English through the creation of 'me' books and a film. Tackling the complex and complicated topic of Deaf identity is no easy task, but I will do my best to rise to the occasion.

IV. Review of existing curricula and materials

When I began a search for existing curricula and materials that I could integrate into my curriculum. I was fortunate enough to come across the Anti Bias Curriculum (ABC) (Derman-Sparks & Edward Olsen, 2012) almost immediately. As the name itself implies, the ABC provides a pedagogical paradigm for anti-bias education in ECE programs. Louise Derman-Sparks and a group of educators called the ABC Task Force (2012) developed the ABC in response to an urgent need to “support children’s full development in our multiracial, multilingual, multicultural world and to give them the tools to stand up to prejudice, stereotyping, bias, and eventually, to institutional ‘isms’” (p. vii). The ABC is so directly identical to my curriculum that at one point I almost decided to choose a different curriculum theme altogether. However, I had a conversation with an ECE teacher who works in a program that implements the ABC, and she encouraged me to press on in realizing my own unique take on the topic. She reminded me that unlike the creators of the ABC, I am a Deaf teacher working with a d/Deaf student population; thus I am more qualified to address the particular needs of the d/Deaf child and to guide the d/Deaf child’s exploration of what it means to be culturally Deaf.

The ABC imparts a comprehensive range of pedagogical goals, tactics, resources, and activities, that can be used to supplement children’s identity development and understanding of diversity across the realms of culture, language, race, gender, economic class, family structure, and abilities. While the ABC is so thorough that it is difficult to determine what I will and will not use, I am interested in teaching about positive identity and diversity in broad strokes, because I do not presume to know which identity markers (e.g. gender, or ethnicity) are personally meaningful to my students. Moreover, neither is

the ABC, nor its section on learning about ‘different abilities,’ oriented exclusively towards the d/Deaf population. I must be able to foster identity formation and diversity awareness through the lens of the ‘Deaf experience.’ Furthermore, it advocates full parental engagement, but I am not sure that I will have access to parents at the residential school where I will be implementing my curriculum. Ultimately, I will use ABC as a general reference for goals, strategies, and activities, but look elsewhere for literature and resources that target the d/Deaf student population.

The Responsive Classroom Approach (Charney, 2002) will feature significantly in my curriculum, for it offers a range of equitable classroom practices that promote the creation of a caring community of learners, which is requisite for successful implementation of my curriculum. Specifically, using strategies for advocating prosocial behaviors and mutual respect among students contributes greatly to positive identity development and an appreciation of diversity of people, which are two goals of my curriculum.

Erin Fuchs’ (2007) curriculum focusing on cultural identity development and cultural awareness among 5th grade d/Deaf students is similar to mine in that we both accentuate the significance of acknowledging and respecting diversity. Furthermore, we share the goal of having students give an autobiographical presentation. For her curriculum, Fuchs had her students study non-fiction multicultural literature and then give an autobiographical poster presentation about their own cultural affiliations. Our curriculums, however, differ in many ways, aside from targeting different age groups. While I also plan to use non-fiction literature in order to expose my students to diverse identities and lifestyles, I have no intention of teaching about specific cultures, as Fuchs’

curriculum does. Because my students will be much younger than Fuchs' 5th graders, they need have more autonomy and flexibility in how they perceive differences in others; these observations may be as superficial as skin or eye color, or as complex as recognizing that one is still d/Deaf despite wearing hearing aids or cochlear implants. Additionally, as opposed to giving autobiographical poster presentations, each of my students will create a book that illustrates who they are and share it with the class. Still, I may utilize adapted versions of Fuchs' (2007) graphic organizers, such a Venn diagram for identifying the similarities and differences among themselves, in my curriculum.

It is important to note that despite my attempts to exhaustively research all of the existing curricula and materials that are relevant to my curriculum, I may have overlooked yet more because I limited my search to MA-ASL curricula, the Internet, and books available at my local libraries.

V. Learning Theories

There are several key learning theories that inform my curriculum design. Cummins' linguistic interdependence theory addresses the nature and process of ASL-English bilingual acquisition whereas Krashen's comprehensible input theory discusses teaching/learning methods that promote bilingualism. Vygotsky's social learning theory (Baker, 2011) stresses the influence of the socialization process on children's learning. Finally, the 'funds of knowledge' model advocates curriculum integration of students' individual repertoires of knowledge acquired outside of school; it is a strategy for creating personally enriching learning experiences. These diverse learning theories collaborate to create a curriculum that emphasizes ASL-English bilingual development, social learning, and direct involvement of families, caregivers, and the community in the education of d/Deaf students.

Cummins's (1979) linguistic Interdependence theory is used to leverage support for the ASL-English bilingual development of d/Deaf children. The basic premise is that a d/Deaf child's mastery of a first language (ASL) will ease and motivate their acquisition of a second language (English). According to Cummins (2006), bilinguals possess a Common Underlying Proficiency (CUP), which "refers to the conceptual knowledge and cognitive abilities that underlie academic performance in both languages" (Cummins, 2006, p. 3). In other words, the mastery of ASL comes with a set of general metacognitive and metalinguistic abilities that will be activated during the acquisition of literacy in English. Conversely, a weak foundation in ASL will result in a lack of metacognitive and metalinguistic abilities, thus impairing development of literacy in English and thus dramatically reducing the potential for bilingual proficiency.

Essentially, early mastery of ASL is a reliable predictor of a d/Deaf child's successful literacy development in English; indeed, the extensive evidence presented in section 3 confirms this.

However, a 1979 study of Swedish children learning English as a second language discovered that there is more to the developmental interdependence between a first and a second language:

Elementary school children who already had a high competence in their mother tongue, and who started to learn a foreign language at an early age, improved their competence in their mother language more than peers who did not have exposure to a foreign language. This then suggests that the interdependence hypothesis works in both directions and that language might be helpful for attaining a higher level of competence in the other language. (Hamers, 1998, p. 60).

The bidirectionality of linguistic interdependence indicates that through the second-language acquisition of English, a d/Deaf child potentially increases their ASL proficiency. Since my curriculum targets elementary age d/Deaf students who are still very much developing cognitively and linguistically, is of utmost importance to consistently provide opportunities for dual (simultaneous) language development in ASL and English across the board.

Krashen's theory of comprehensible input (Wright, 2010) sheds light on teaching/learning strategies that nurture bilingual acquisition. It actually confirms that ASL can be "offered as a way to make 'input comprehensible' when teaching English" (Humphries, 2013. 14). The term, 'comprehensible input' refers to context-embedded messages or learning content that d/Deaf children explicitly understand as result of using personal strategies such as relying on visual cues, activating prior knowledge and

metalinguistic abilities, or making connections to background experiences. For example, a d/Deaf child who has been asked to write the word ‘dog,’ can tap their own knowledge of ASL fingerspelling in order to correctly spell it in written English. In order to support d/Deaf students’ bilingual development, I must ensure that they receive appropriate comprehensible input in their first, preferred, or most accessible language—whether it is ASL or English. To that effect, curriculum content will be presented using techniques (e.g., visual aids, physical activities, or teaching one concept in a variety of ways) that stimulate linguistic transfer between ASL and English, and accommodate individual learning strengths, needs, and interests.

Vygotsky’s social learning theory defines children’s learning itself as a social process whereby they acquire language and knowledge through dynamic interactions and collaborations with people. In a school setting, children learn through the replication, internalization, or refinement of the words, attitudes, and actions of adults and more knowledgeable peers. Indeed, adults and more skilled peers intervene in a child’s learning by “moving from (the child’s) present level of understanding to a further level that is within (the child’s) capability,” (Baker, 2011, p. 295). The term, Zone of Proximal Development (ZPD) (Baker, 2011) designates the abstract space where a child transitions from a lower to a higher level of knowledge or understanding as the result of adult and peer assistance. This assistance that adults and more capable peers provide to further a child’s learning is called scaffolding (Baker, 2011). Thus, an ideal learning environment for a child is one in which they are provided scaffolded instruction within their zone of proximal development. However, it is notable that scaffolding can be illustrated in many ways, including “use of visual aids, repeating something in a different way, recasting

what a child has said, (or) using concrete examples” (Baker, 2011, p. 297). An excellent example of scaffolded instruction is triggering students’ prior knowledge/experience, which consists of asking students to share their own knowledge, ideas, and questions about the given topic of study and relate it to their own lives. Surely, the lessons in my curriculum need to be embedded with scaffolding strategies that are matched to d/Deaf students’ ZPD so that they make continuous progress in the attainment of knowledge and understanding of the content.

William Ayers (1993) wisely stated, “when teachers value their children’s opinions and experiences, children begin to think more openly, and we begin to see them differently” (p.12). According to the ‘funds of knowledge model,’ minority students reside in households and communities that contain abundant social and intellectual resources (strategies and bodies of knowledge) that can be incorporated into the classroom curriculum in order to enrich their learning (Moll, Amanti, Neff, & Gonzalez, 1992). Teachers then learn from students and utilize their ‘funds of knowledge’ (prior knowledge/experience, skills, family culture, interests, artifacts, etc.) to inform curriculum design, refine their own pedagogical practices, and promote the creation of a community of learners who care about each other. This learning model is integral to the construction of an ‘inclusive classroom’ which is defined by Baglieri et al., (2011), as a safe space “in which all children—regardless of ability gender, language ethnic, or cultural origin—can be valued equally, treated with respect, and provided with real opportunities” (p. 2145). In my implementation of the curriculum, I intend to tap my d/Deaf students’ ‘funds of knowledge’ for the purposes of: (1) getting to know them better, (2) accommodating their specific learning needs (3) providing them with meaningful and

personally relevant learning experiences, (4) ensuring appropriate instructional scaffolding as previously discussed, (5) building a caring classroom community and (6) engaging parents or caretakers as equal partners in their child's education.

VI. Curriculum Description

The Anti-Bias Curriculum (ABC) Task Force's concept of identity construction forms the backbone of my curriculum, which intends to nurture in students positive Deaf identity development and a profound, intrinsic awareness and appreciation of what it means to be Deaf, as well as 'the Deaf experience'. According to Derman-Sparks and Olsen Edwards (2012) of the ABC task force, a person's sense of self (or self-identity), is composed of a personal identity and social identities. A personal identity encompasses all of the attributes that cultivate a sense of individuality, such as name, age, family composition, interests, talents, and personality (Derman-Sparks and Olsen Edwards, 2012). Social identities refer to "memberships in groups that are defined by society, are shared with many other people, and have societal advantages and disadvantages attached to them" (Derman-Sparks and Olsen Edwards, 2012, p. xiii). Early on in their lives, children begin to notice social identity categories that are based on the perceivable characteristics of an individual. Examples of social identities include but are not limited to economic class, gender, race, ethnicity/cultural affiliation, religion, and age group. Deaf identity too is visible, due to the visual-gestural nature of ASL, the shared language of the Deaf community. However, the Deaf identity formation process is complex and occurs in stages. Neil Glickman's Deaf Identity Development Scale (DIDS) lists four categories of Deaf identity: culturally Deaf, culturally hearing, bicultural, or culturally marginal (e.g., stuck between the former three categories) (Leigh, 2008). Deaf people move along the DIDS depending on their upbringing (e.g., being raised by culturally Deaf parents or hearing parents, etc.), life experiences, and other factor.

Therefore, my curriculum is divided into two units, the first focusing on the affirmation and characterization of a Deaf identity and the second, exploring what it means to be a Deaf person living in a society that is predominantly hearing.

Across both units, students will complete multimodal projects and assignments that enable them to learn about diversity, or more specifically, the notable similarities and differences among themselves, their families, their peers, as well as any individuals that they interface with or groups to which they belong. Students will learn that these similarities and differences- instances of diversity- do not denote the worth of a person or group, but rather, are an indication that we are living in a complex world that cannot be defined in black-and-white terms. Furthermore, students will learn that the experience of being Deaf deserves to be affirmed and celebrated across the board. All unit projects, assignments, and activities equally emphasize content knowledge and academic language development in ASL and/or English. Students will be expected to demonstrate their mastery of the content through utilization of all four language skills (viewing, signing, reading, writing) in ASL and/or English.

The first unit will have students learning and sharing about themselves and their families. It is based on the ‘expanding horizons’ curriculum model approach “ that is based on the consideration of the developmental needs of the child. Children usually learn better about real things and life around them than about topics that they cannot see or feel” (“Chapter 1,” n.d.). In other words, launching my curriculum with an explicit examination of the self, family composition, and classroom community, through the lens of being Deaf has three functions: 1) it builds on what students likely already know about themselves and their peers; 2) it establishes a foundation for the development of a healthy

sense of identity, and 3) as a result, students who gain a better understanding of who they are and who their peers are, will be better positioned to embrace diversity and more prepared to learn about the more complex aspects of their shared Deaf identity.

Furthermore, by identifying Deaf cultural and communication practices, students will gain more insight into the building blocks of a Deaf identity, Deaf culture, and the Deaf community.

The second unit specifically addresses how Deaf people are perceived in general society. Students will learn about the language barriers that can occur between Deaf individuals and non-signing individuals, and collaboratively devise strategies that can be utilized to overcome these barriers. They will also gather evidence to debunk myths about Deaf people. Finally, students will make a movie showcasing who Deaf people can be (as they do not fit into neatly labeled boxes) and what they can do. The purpose of the film is to essentially empower the participating students to take pride in being Deaf. Each student will receive their own copy of the movie to share with their peers, families, and communities, thus extending the influence and reach of the central message of Deaf empowerment.

VII. Evaluation Plan

I gathered four types of evidence to evaluate the overall quality and effectiveness of my curriculum as well as to determine whether or not my curriculum goals were met.

The first type of data collection that I used was field notes that contained detailed descriptions of each lesson implementation. My field notes generally addressed the effectiveness of the lesson: what went well and did not go well and suggestions for improvement. I included quotes, comments, questions, and feedback from students, my cooperative teacher, and other teachers, for the purposes of corroborating and enriching the content of my field notes. I also made note of factors such as unanticipated occurrences or changes that impacted the lesson implementation. Finally, I dedicated a portion of my field notes to the analysis of my own teaching practices, strategies, and techniques in an effort to continually grow as a teacher.

I developed the *Deaf Awareness and Attitude Survey* to measure student knowledge of the topics and concepts covered in the curriculum, such as what the term “Deaf” means, how they feel about being Deaf, and their use of ASL in different contexts outside of school. The survey was administered before and after the curriculum implementation via student interviews, which were either filmed or recorded on paper. The resulting data allowed for an unequivocal determination of whether or not curriculum goals were met, because it was obtained directly from the students themselves.

I collected student artifacts throughout the curriculum implementation. In the first unit, students created *All About Me* books in which they shared particulars about themselves and their families, and more importantly, acknowledged that they are Deaf, which is a cultural identity they share in common with their peers at school. At the end of

the second unit, I wanted students to collaborate on making a short film about Deaf people; they were to present facts and evidence about who Deaf people are and what they can do. I also accumulated a number of posters on which I recorded students' ideas, thoughts, and responses about the topics under discussion during lessons. Finally, across both curriculum units, students completed assessment worksheets to demonstrate that they met content objectives for lessons.

I used Ruth Culham's (2005) Primary Writing Traits scoring guide, called the *6-Trait Assessment for Beginning Writers* to assess students' writing abilities in relation to their *All About Me* books. I hoped that the scoring guide would provide me with the evidence that I needed to demonstrate that my curriculum goal for language development was achieved or not achieved. I also personally developed two rubrics; one for evaluating students' *All about Me* book presentations, and the other for evaluating students' roles and participation in the film project.

My decision to utilize many types of evidence, from field notes to rubrics, is reflective of my desire to paint an authentic and accurate picture of student learning and achievement.

VIII. Curriculum Implementation

Context for Curriculum Implementation

I completed my student teaching placement at a state school for the Deaf that serves Deaf, Hard of Hearing (HH), and deaf-blind students between the ages of three and twenty-one. The school employed an ASL-English bilingual approach to Deaf education; to this end both languages are taught separately in instructional and academic contexts. There was also a school-wide policy requiring ASL use at all times to guarantee Deaf students and staff total access to communication. However, the school also provided services and accommodations (e.g., interpreters and speech sessions) for students who use spoken English and/or other languages.

My curriculum was implemented in a K-2 classroom in the elementary building on campus. I worked with a hearing cooperative teacher (CT) and a Deaf classroom aide who are unequivocally dedicated to using the ASL-English bilingual approach to the fullest extent. As a result, not only was I able to teach my learning segment with their full support, but also I learned new instructional strategies and techniques for facilitating students' acquisition of ASL and English. Furthermore, I also interfaced with a speech language pathologist (SLP) and a school counselor to support students' speech and socio-emotional development.

The physical environment of the classroom was primarily designed to support student collaboration in small or large groups; therefore U-shaped tables were used in lieu of desks. These U-tables and colored rugs functioned as dividers, chunking the classroom space into distinctive areas that support different kinds of learning. However, most of the academic instruction took place at the largest U-shaped table that faced the

SMART Board, which turned out to be the most valuable tool that I used throughout my placement. In addition to a SMART Board, the classroom also housed three Mac computers and three Mac iPads for student use. A corner of the classroom was the designated area for making Videophone (VP) calls. Clearly, the school prioritized using the latest technology to stimulate visual and tactile learning, two styles of learning that likely hold the most appeal for Deaf/HH students. The walls of the classroom featured student work, reminders (e.g., ‘what paying attention looks like’) of all types, and ASL-related posters (e.g., an ASL handshape poster). Students had available to them a wide variety of materials that were neatly organized, labeled, and stored in a large cubby unit. The classroom was adjacent to the supply room so I was able to gather additional materials in a pinch. The general physical layout of the classroom eased the organization and flow of lessons and activities, whereas immediate access to technology granted me the ability to refine my lessons so that they were more visual and tactile, thus simulating student learning.

My class consisted of seven students- three boys and four girls -between the ages of six and nine, none of whom came from Deaf families. Most of the students wore hearing aids, and all participated in push-in SLP sessions (spoken English only). My CT used the Kendall Conversational Proficiency Level (P-Level) Scale to gauge students’ signing ability; all students in the class had P-Level scores between 4 and 5. However, it is worth noting that the oldest student in class, 9-year-old Karen, emigrated from another country approximately two years ago, never having been in school or exposed to sign language. Another student, Eve, began her formal acquisition of ASL two years ago. Generally, student knowledge and skills in other subject areas, such as reading, math,

writing, fell within the expected ranges for the three grade levels (K-2), with the exception of Karen, for the very reasons mentioned above. Another student, Lloyd, a Kindergartner, occasionally had difficulty staying on task so it was necessary to provide extra support and use different techniques to encourage full engagement in all lessons. Therefore, instructional differentiation was not only expected, but absolutely essential to all students' academic success across the board.

The average school day began with Morning Meeting (during which students were pulled for guided reading), followed by 30 to 45 minute sessions for the subjects of ASL (signer's workshop), reading, and writing. After lunch, the students had quiet reading, math, P.E., and classroom chores. The classroom aide, ASL aide, and I took turns doing read alouds on these days. On Thursdays, students went to the library and art class. Once a week, pairs of students were pulled for Speech Language Pathology (SLP) sessions, usually during reading. I taught science and curriculum lessons on Fridays, the only day of the week that students were released early. At the time I did my internship, the end of the school was quickly approaching, so there was a gradual shift from teaching new content to conducting year-end assessments. As a result, there were a lot of pull-outs toward the conclusion of my internship. Although the entire elementary department used state-sanctioned curriculum materials for the content areas of math (Real Math), reading (Avenues), and science (FOSS), my CT granted me the flexibility to utilize outside resources and materials, particularly for my curriculum implementation. Furthermore, as part of my student teaching responsibilities, I was expected to cover Common Core State Standards (CCSS) and IEP goals for various academic subjects.

Consequently, the first unit of my curriculum was integrated with a reading and writing unit on types and features of homes.

Deaf Awareness and Attitude Survey Administration

Before teaching my curriculum, I needed to administer the *Deaf Awareness and Attitude Survey* in order to establish a baseline for the effectiveness of my curriculum in terms of empowering students to explore, analyze, and understand what it means to be Deaf. I interviewed students over a period of two days, pulling them from writing with permission from my CT, Phoebe. I already knew beforehand that some of the questions on the survey would be too “abstract” for many students but the purpose was to simply gauge the students’ awareness of and attitude towards Deaf identity and ASL. Before administering the survey, I explained to students what I was doing, and why. I showed them the form and explained that they could answer “Yes, No, I don’t know/I’m not sure, and explain why when necessary.”

The interviews yielded a variety of responses from students across the board. I made certain to factor in that all students have hearing families while I analyzed the data, because family communication dynamics plays an instrumental role in shaping a d/Deaf child’s identity development. First, I examined students’ responses to questions related to Deaf awareness. Bill, Max, Eve were the only students to each confidently state, “Yes [I am Deaf].” To the best of my understanding, Bill is the only student who uses ASL at all times- at school, at home, and with his friends outside of school. Eve is the only student with a Deaf sibling (an infant brother) and reported she reported that she “signs a little with mom.” Max reported that he switches between ASL and English with his hearing

cousin, but speaks with his friends. All three students, as well as all the rest, are aware that not “all people use ASL.”

During their interviews, Lloyd and Karen respectively said that they are not Deaf albeit they vacillated between “Yes” and “No” for several moments before making the declaration, indicating that they might not yet possess a full understanding of what the term means. I was not surprised. At the young age of six, Lloyd was only beginning to develop a sense of identity, as was nine-year-old, Karen, who’d only just started attending school two years prior. Lloyd shared that his dad “talks and my family talks. I don’t understand them,” while Karen stated that she signs with family and friends.

Margo clearly stated that she is not Deaf. Addison, on the other hand, said that he is “Both [Deaf and not Deaf].” Addison and Margo alternate between ASL and English, depending on the social context; they sign with their mothers and talk with their friends. None of the students could tell me what ASL fully stands for (American Sign Language), but three defined it, more or less, as “signing.”

Then, I turned my attention to analyzing students’ attitudes about Deaf identity and ASL. Because they had identified themselves as Deaf, I asked Bill Max, and Eve, respectively, “Are you proud to be Deaf?” Bill and Eve answered, “Yes,” instantly. Bill pointedly stated, “I am proud to be Deaf.” Max said that he is “a little bit” proud to be Deaf. Six out of seven students, Lloyd being the sole exception, expressed that they like using ASL in general. Karen was the only student to report that she enjoys using ASL with both her family and friends. Interestingly, Bill said that he enjoys using ASL with his family, but not with his friends: “I don’t like talking with hearing people. I always teach my hearing friends [ASL].”

Max, Margo, and Eve were similarly negative about using ASL, with their families. Margo said, “[My family doesn’t sign].” Eve proclaimed, that she “can’t use [ASL with her friends because] they say, ‘What’s that?’ They don’t know [ASL].” Addison and Lloyd, shared that they did not like using ASL with family or friends outside of school, or want to teach others about “all things ‘Deaf.’” Despite his negative feelings about using with hearing people (or non-signers), Bill was the only student to express interest in learning about, as well as teaching others about “all things ‘Deaf.’” The rest of the students flip-flopped between “Yes” and “No” responses for the questions about learning or teaching about ‘all things ‘Deaf.’” I took this as a sign that the question was flawed and that I had not provided enough examples of what this meant (e.g., teaching non-signers ASL).

I was strongly concerned about the authenticity of Karen’s responses because she is still at the stage where she is developing schema for analyzing and interpreting ‘concrete,’ or tangible, information and/or concepts. In essence, the survey questions far outreached her Zone of Proximal Development (ZPD). The same is true for Lloyd, to a slightly lesser extent. Regardless, I had to stick to the questions in order to maintain the validity and reliability of my survey findings.

The survey findings compelled me to change the trajectory of the first unit in my curriculum. In *Lesson 1.2: Find Someone Who...* students were going to form different groupings based on aspects (e.g., hair color, age, interests, etc.) that they shared in common. I was going to end the activity with students coming together to form a large group because they shared the aspect of being Deaf. However, since some of the students did not identify as Deaf, I decided to instead focus on the knowledge and use of ASL as

something that they share in common. I also thought it would provide a better lead in for the second unit, which partially focuses more on the communication practices among Deaf people in the community and the hearing world at large.

I was also concerned that I would be establishing or reinforcing stereotypes about Deaf people, as my professor had pointed during one of my thesis presentations earlier in the year. Therefore, I scrapped *Lesson 1.3: Same, Yet Different*.

As a result, students' *All About Me* books, created during the first unit, focuses on student's personal identities, their homes, and their families (as part of the types and features of homes reading and writing unit that I taught); there is no mention of anything relating to Deaf identity.

Unit 1, Lesson 1: All About Me

Day 1

I launched the very first lesson of my curriculum on the same day that I took over writing from my CT. I called students to sit in the reading area, requested their complete and undivided attention, and then asked them to recall their last writing task. Bill raised their hand, and answered, "plants." Then I informed students that they would be writing about an entirely new topic that was related to whatever was inside the cardboard box that lay in my lap. At this point, I'd definitely hooked the students. They began to speculate, talking amongst themselves and raising their hands to guess. Eve raised her hand and guessed, "spiders." I shook my head and said, "No, there are not spiders in this box. Any more guesses?" Immediately afterward, Margo and Addison were pulled for a SLP session, missing the remainder of the lesson. After a few minutes, I explained to students that each of them would step up to the box and peer inside. I emphasized that

they were not to share what they saw inside the box. “Do not tell what you saw. Keep it a secret.” I had students repeat my instructions, and they all complied, very eager to finally get a glimpse of what was inside the box. As students took their turns, I observed a variety of reactions to what was inside the box- a mirror- and it pleased me that I had them completely hooked. A few students smiled knowingly, while others had a look of surprise on their faces (Max, Karen, and Lloyd).

Finally, I revealed what was inside the box- a mirror, an object that all students immediately identified at once. I asked, “What did you see in the mirror?” Max yelled out, “Me!” as did most of the students. I essentially told students, “Yes. You all saw reflections of yourselves...a self-reflection.” I fingerspelled both words, and then went on to essentially say, “Your next writing project will be about yourselves! You will write all about who you are. It’s time to move back to the table and get to work.”

Using the SMART Board, I pulled up a Notebook slideshow presentation on that consisted of the *All About Me Book* cover page; at this time there was about fifteen minutes left in the lesson. Instead of reading aloud the title, I asked students to share what they saw on the board- the book title itself, and the words: author, age, and grade level. When students commented on or asked a question about an unfamiliar word, I directed their attention to the word, and defined it for them. I underlined the book title on the board, and showed two different ways to sign it. The first, a signed phrase, was straightforward, but in my opinion less reflective of the essence of the title: ALL+ABOUT+ME.” Eve asked what “about” meant, and I used the ASL ‘chaining’ technique to teach students this term in ASL and English. I told Eve that the word means, “Related to whatever topic you are talking about. In this case, it would be you,” I

demonstrated the single word, sign: *palms facing up, and moving up and down the torso.* All students echoed the sign.

Then I pinpointed one of the purposes of creating the *All About Me* books: to show how each and every one of the students is unique. Again, students learned this word via the ‘chaining’ technique. Then I called on Eve and Lloyd to come up in front of the board and demonstrate an aspect of uniqueness: their eye colors (Eve has brown eyes while Lloyd’s are blue). We continued to address different aspects of uniqueness to the extent that all students eventually came up to the board. Though we primarily focused on physical traits, I attempted to differentiate students via their favorite color, but this was too abstract a concept this early on in the unit. After students returned to their seats, we reviewed the book cover once more, as well as the two possible signs for the title. I noticed that students remembered the three-sign phrase, but encouraged them to use the single sign, as it was easier to remember and better encapsulated the spirit of the writing project. Students assisted me as I completed the author, age, and grade level portion of the cover page. We discussed what these terms meant (e.g., author refers to the person who wrote the book). To check students’ understanding of the overall task, I asked, “Who will you write about?” Eve had her hand raised, so I addressed her directly. “Will you write about Lilly?” She responded, “No, me!” All students shared what they were expected to do, after which I told them to get to work. They had several moments to do this task themselves, and I circulated the table to provide support as they did so. Then I explained to students that their homework would be to color and decorate their *All About Me* books. However, I neglected to tell them that they were to bring the book covers back to school, something that I rectified at the beginning Writing the next day.

Later that day, I enlisted Lloyd's aid in catching Margo and Addison up on the lesson. He shared the box with the mirror inside, and explained the cover page, while I briefly explained the purpose of the writing project as well as the concept of "unique." Before students were dismissed for the day, I checked with them to make sure that they had access to crayons, markers, or colored pencils at home, so that they could finish their *All About Me* book covers and return them to school. Bill revealed that he did not, so I asked Phoebe, my CT, if he could take some crayons home with him. She agreed, and I sent him home with some. Phoebe, who observed the lesson from start to finish gave me useful notes on improving classroom management and commented that Karen "took the lesson [and] applied it, wondering about the world around her. She asked me how old I was." I interpreted this as a good sign that she were beginning to incorporate the concept of "uniqueness," an important component of my curriculum, into her schema. I also determined that this lesson would extend over the period of a few days, meaning that students would work on one or two pages for each thirty-minute writing session.

Day 2

Margo, Eve, Addison, and Karen returned with their book covers complete; the rest did not. After gathering students at the table in front of the SMART Board, I told students that I had forgotten to tell them that they needed to bring their book covers back to school, just like they return their weekly vocabulary homework packets every second Tuesday. I apologized for my error and assured the students that it would not happen again. Moving on, I immediately opened up the Notebook slideshow presentation. The focus of this writing session was on the first page of the *All About Me* book- drawing self-portraits and using adjectives to write self-descriptions, as mandated by one of the

CCSS that I was expected to cover (CCSS Lit.L.1.1.e: Use frequently occurring adjectives). On the SMART Board, I pointed to the page title- *Self-Portrait*, as well as the illustrated picture of myself, just underneath. I asked students if they were familiar with this phrase. They were not, so I triggered their memories of the previous day's activity in which students discovered their self-reflections inside a box and we engaged in a discussion about what the term, "unique" means. I explained to students that they would be drawing pictures of themselves- "self-portraits." Then, moving on to the writing portion, I told students that they would write descriptions of themselves." I wrote an example sentence of my own on the SMART Board, using a combination of physical and personality traits to describe myself: "I am short, calm, and curious." I reviewed and defined each of these adjectives with students via the 'chaining' technique. Furthermore, worked together to create examples of what these words meant. In one instance, I asked students, "What is the opposite of calm?" We came up with the word, "wild," a term that Lloyd proudly used to describe himself. We also discussed other adjectives that students could use to describe themselves (e.g., friendly, happy, nice, etc.) Then, I asked students to collectively recall what the task was. I reminded them that they could use the English word wall as a reference for spelling, and more importantly that if they needed assistance Birdie (the classroom aide) and I were available. I distributed two different versions of the *Self-Portrait* page. Kindergarteners received the version with a sentence frame; they were expected to select two adjectives to describe themselves. The 1st and 2nd graders received the version with blank lines, as Phoebe had informed me prior that they were fully capable of writing their own sentences, with a bit of modeling and guidance. Students had about fifteen minutes to complete it, during which Birdie and I held brief

conferences with the students. Karen shared with me that she is tall, to which I responded, “Yes, you are. You are the tallest student in class. Would you like to write that on the page?” She smiled and said, “Yes.” I noticed that Margo wrote that she was “calm,” and remarked, “we share something in common- we are both calm.” She smiled shyly and responded, “Yes.” Addison asked me for help in choosing the correct adjective that appropriately describes the love of laughing. I suggested that he write, “I love to laugh,” as a complete sentence. He nodded his head and went to work. Later on, I discovered that he’d instead written, “LOL,” an Internet slang term that stands for “Laugh Out Loud.” When time ran out, I flashed the lights and asked students to put away their work. Even though some were still unfinished with their writing (Max and Bill), I reassured them that they would have more time the next day to finish it.

Upon reflection, I realized that I could have used the word, “Deaf” as one of the three words that I used to describe myself. This was a missed opportunity because I was overly concerned about stereotypes and I was sore about it for a few days, but it was a lesson learned. Phoebe reported that by sharing the final writing product with students before they did it themselves, was a good way of establishing overall expectations for this writing assignment.

Day 3

While I set up for writing, I asked students to stand up a stretch as a transitional activity (they had just finished reading groups with Phoebe). We reviewed the previous day’s activity, which was difficult because students did not have access to their work at this time. I quickly grabbed students’ papers and distributed them, which finally stimulated responses.

The topic of the second page in the *All About Me* books was, *Something That I Love to Do*. As with the previous example, I showed a completed illustration, but modeled the writing process for students. Students worked together to read the title of the page, identifying words they did not know. We briefly discussed the various signs for the word, “love,” (e.g., make fists and cross arms on chest or kiss-fist). I addressed their questions and then Eve read it aloud to the whole class. After she returned to her seat, I asked them what the illustration was. The kids were unsure, so I explained that it was a picture of me “hiking,” modeling the word via the ‘chaining’ technique. I shared with students that hiking is one of my favorite activities and made sure to explain *why*, differentiating the lesson to match the 1st and 2nd graders’ ZPDs. At this stage of their writing development, they were gaining experience in using evidence and/or reasoning in their writing. My story prompted Bill to share a story of his own about hiking. I had to cut his story short, as I wanted students to have plenty of time to finish up the first page (*Self-Portrait*) and start working away on this page. Students tossed around ideas for activities that they love to do, and we reviewed the writing task together as a form of confirmation that students were fully aware of the writing expectations. I used what my CT calls a ‘sabotage example,’ telling students that they would write, “I love to apples.” Many students yelled out that I was wrong and corrected me. I asked students to give the thumbs-up if they knew what to do, and they complied at my gentle urging.

I distributed copies of the second page (again, K had the version with sentence frames, while 1st and 2nd received blank pages, as well as the first page that students had been working on, since some of them were not yet finished writing descriptions about themselves. As I circulated among students, I reminded Max that he needed to finish the

first page before moving on. However, Lloyd needed extra support staying engaged in his work, so I was unable to meet with the other students for longer than ten or fifteen seconds. Time was running out, and I wanted to introduce the folders, labeled with students' names, in which students would store the contents of their *All About Me* books. I demonstrated to students how to place their papers in the folder using a technique that would prevent the documents from falling out. Students complied, put away their work folders, and that concluded Writing. Thinking back on this, I should have made it a priority to properly 'close' the lesson because it would have given me a chance to gauge students' overall writing progress and check their understanding one final time.

Unit 1, Lesson 1.2: All About Me

Day 1

Before starting this lesson, which was actually a continuation of the *All About Me* book writing, I conferred with Phoebe to adjust the writing content so that it better matched students' ZPD in terms of writing ability and development. Instead of writing about their favorites (color, food, animal and toy), students would instead write about something that makes them laugh (Kindergarten), something that they want to learn (1st grade), and something that they are proud of (2nd grade). By assigning a different topic for each of the grade levels, I'd begun to improve my ability to differentiate instruction (in large part due to Phoebe's suggestions).

Unlike the previous writing sessions that lasted about thirty minutes each, this time around, I had a full hour. I asked students to get their folders while I started the Notebook slideshow presentation. However, this made it quite a challenge to gain their attention when I began the attention and so I had to gather their folders and put them

aside before they became fully engaged in the lesson. We quickly reviewed the previous pages of the *All About Me* book, and then I introduced the next three topics for the third page one by one (*Something that Makes Me Laugh*, *Something That I Want to Learn*, and *Something That I Am Proud of*). Students took turns reading aloud the titles for each page, pointing out unrecognizable words that I defined for them using the ‘chaining’ technique. I also provided my own examples for each of these topics, showing my illustrations and having students help me write the sentences and then read them aloud. We also brainstormed different ideas for each topic, getting the wheels turning for this writing task. Then I explained to students that each grade level would work on a different topic. In order to ‘hook’ them, I asked them to guess what topic would be assigned to each grade level. At this time, I was completely unaware that students were looking at the computer monitor that also displayed the Notebook slideshow presentation. Unfortunately, the computer monitor revealed all of the answers that I’d set up to be revealed via clicking on the SMART Board. Alas, students already knew which topics they’d be writing about, taking the fun out of this mini-activity.

Moving on, I told students that I had a surprise for them: “It’s a beautiful, warm day outside with the sun shining. Would you like to write outside?” Students cheered and nodded their heads enthusiastically. I asked them to collect their writing materials, including their work folders, pencils, colored pencils, erasers, clipboards, and dictionaries. My CT detached the English word wall and brought it along.

As soon as we went outside, I instructed students to sit in certain areas where I could see them at all times. Furthermore, I explained to students that they could not begin working on the third page until they were finished with the previous two. I distributed the

third page to those students who I knew had already completed the first two pages. Students spread out and got to work. I walked amongst them, mostly advising them on ideas for drawing and writing. Many students approached me for assistance with spelling words (I directed them to use the English word wall), or to show me that they had completed a page (after which I handed them the third page). Reflecting back on this lesson, I accidentally gave Karen a version of the third page without sentence frames, but she was able to complete it under Birdie's guidance. Lloyd also required some encouraging to remain focused on the writing task, but eventually got it done. When it was almost time for lunch, I directed all of the students to collect their materials, clean up the area, and return to the classroom.

My CT observed that all of the students knew what to do, were on task, always within my visual range, and able to draw or write something that met their learning objectives for the lesson. Still, I knew that I needed to allot more time for writing conferences with all of the students; this turned out to be one of the harder challenges that I faced throughout the curriculum implementation.

Homework Assignments

The following week, I began teaching the unit on 'types and features of homes' for reading groups and writing; consequently, the *All About Me* book writing became homework. One homework assignment that overlapped between my curriculum and the unit was the fourth page of the book, for which students were asked to draw pictures of their homes and write about them (either label what type of home it was or describe it). Even though I did not have any time to model the task or share my own example, I pressed on anyway. The day after assigning it as homework, all but three students

returned with it complete. During some free time, my CT kindly helped these students print pictures of their homes via Google Maps. Furthermore, most of the students did not quite complete the writing task to my satisfaction, but I hoped to address it at some point before students presented their books to the class.

The final two pages- five and six- of the *All About Me* book were centered on the topic of family. For the fifth page- *My Family*- I asked students to either draw a picture or paste a photo of their families and label each member in the writing section. Again, I assigned this homework during a bit of free time before the school day ended. Students had the option of wearing a 'homework reminder' bracelet or attaching a reminder on the page itself. Nearly all of the students chose to paste a photo of their family. Lloyd was the sole exception. To my understanding, he is being raised by a single father and has a home life that is markedly different from the other students.' However, I still insisted that he draw a picture of his family. When they returned to school the next morning, they enthusiastically showed me the photos and asked if they could also share them with the class. Although I wanted to wait until the end of the unit- when students would finally present their books to the class- I thought students would benefit from some practice giving a presentation. All of the students- except Lloyd who hadn't brought a photo but appeared not to mind very much- took turns sharing about their family, resulting in many questions, comments, observations, and the sharing of anecdotes. It turned out to be one of the most successful activities, even though it was not a part of my curriculum plan. Students were interacting with each other on an independent level; they did not require prompting, encouraging, or any assistance to become fully engaged in this activity. In fact, I just stood back and watched, as students essentially took the lead.

After I finished the unit on ‘homes,’ I seized the chance to guide students through the creation of their sixth and final page for their *All About Me* book: *Something that I Love to Do with My Family*. As with the other writing sessions, I made certain to review the previous pages to tap students’ prior knowledge and ‘hook’ them into the activity. Margo volunteered to read aloud the title of this page, but not before I addressed any new words with the whole class. After sharing my own example (“I love to play Cribbage with my family because it is fun and competitive), I asked students to share their own ideas. Subsequently, I asked them to name my expectations for the writing task 1) to draw a picture and 2) write about it (and refer to my example sentence if necessary). I also reminded students that they could use their dictionaries, the English word wall, or call on me or Birdie for assistance. At the end of writing, students put away their work folders, which I later reviewed to ensure that students had completed all pages, including drawing pictures and writing sentences. They did not, but I made certain to address this before students gave their *All About Me* book presentations for final lesson in the first unit of my curriculum (*1.4: Author’s Chair*).

Unit 1, Lesson 2.: Find Someone Who...

Between administering the Deaf Awareness and Attitude survey and teaching the second lesson, I adjusted the trajectory of the first unit based on the survey findings, my interactions with students the following weeks, and most importantly growing concerns related to the messages about Deaf identity that I was attempting to convey to students. Originally, I wanted students to gain more insight into the ‘Deaf experience’ by naming Deaf identity markers (e.g., using ASL) cultural behaviors (e.g., communication practices

such as the calculated use of eye gaze during a conversation or flashing the lights to get someone's attention).

However, my teacher's warning against reinforcing stereotypes about Deaf people was still very fresh in my mind. Neither did I want to impose the label of 'Deaf' on any students who did not identify as such, or were not yet ready to label themselves. So, for this lesson, instead of discussing what they liked about being Deaf, or having a Deaf identity, students were going to discuss what they liked about ASL. I figured, since 1) ASL is the language of the Deaf community, 2) all students sign ASL at school, and 3) ASL is one of the content areas that is covered in the classroom curriculum, this would be a safer topic for discussion, and provide me with a better lead-in for the first lesson in the second unit of my curriculum, which focuses on some of the ways that Deaf people can communicate with non-signers.

After morning meeting, I explained to students that they would be playing a game. This hooked the students, who looked at each other in surprise and wonderment. Then I asked, "What will this game be about?" and paused for dramatic effect. I followed up with, "This game will be about sameness and differentness: how we are the same and how we are different. We will learn more about how we are the same and different. "

Some students responded, "I know, I know." while others, including Eve, copied some of what I had said: "We are the same and different." During my first week of observation, I was able to gauge that all of the students were already familiar with the concept of sameness and differences. Furthermore, I'd also addressed aspects of sameness and differentness during a brief class discussion about the word, "unique" for the first lesson

in the unit (*All About Me* book). Therefore, students were primed to participate in this activity. I asked students to gather at red round rug where we would play the game.

I had originally intended to use aspects of sameness and differentness from students' *All About Me* books, for example, favorite color or favorite animal from the *My Favorites* page. However, I'd since changed the topics for the pages of the book in order to better accommodate students' ZPDs. A topic such as *Something that I love to Do* would have resulted in seven separate group with a member each, since every student wrote about something different. It would have been needlessly complex. Instead, I referred back to the questions that I had posed to students during morning meetings to come up with new elements of sameness and differentness for this activity. For example, one morning, students were asked which school subject they like more: math or writing. These later became categories for grouping, as explained below.

Students complied and left the U-table. A few students immediately sat on the rug, something that I had not asked them to do. I stood for a moment with my arms crossed until I had everyone's attention. Then, I directed students to stand along the back edge of the round rug, forming a half-circle. Once their attention was on me, I said, "The game is called, *Find Someone Who*." I will need a volunteer to help me start the game." Some hands shot up in the air and I selected Lloyd to come up and model the game with me. I turned to Lloyd and inquired, "What color are your eyes?" "Blue," he responded. I made eye contact with the rest of the students and asked, "Who else here also has blue eyes?" Addison, who also has blue eyes, raised his hand, as did some students who did not have blue eyes. I called on Addison to come up and stated, "Lloyd and Addison have blue eyes. This is a group that has blue eyes. Now, who here has brown eyes? Form a

group over here.” The rest of the students examined each other’s eye colors to see what color they were, pointing and walking amongst themselves on the rug. Then they formed a group opposite the blue-eyed group. Then I moved back from both groups and said, “Oh. Now we have TWO groups: one with those of you who brown eyes and one with those of you who have blue eyes. How many are in the blue-eyed group?” I turned to Lloyd and Addison, who both called out, “Two,” as did some members of the brown-eyed group. I directed my next question to the other group: “Now, how many are there in this group, the brown-eyed group?” All of the students counted heads and called out the number, but I selected Bill to share the answer. “Five,” he replied. “Do the rest of you agree?” I asked of the other students, and they all yelled, “Yes!” Then, I moved further away from both groups and gestured to my eyes, “I have hazel eyes so I do not belong in either group.” Several students, including Karen and Margo motioned for me to join their group- the brown-eyed group. I shook my head and clarified, “My eyes are hazel, which means that they are a mixture of green and brown and so I do not belong in either group. Now how many groups are there?” Lloyd, Karen, Eve, and one or two others began to count the members of their own groups again so it became clear that they did not fully comprehend how to differentiate between the number of groups and the number of members in a group. Addison, however, called out, “Three.” I motioned for students to count the number of groups. “One. Two. Three. There are three groups. Are we [the groups] the same or the different?” Students yelled out, “Different.” It was at this point that I decided to form new groups for a different aspect: “Great. Now lets form new groups for something else. Form another half-circle.” Students cooperated instantly,

indicating that they were fully engaged in the activity. Max said to me, “This is fun!” repeatedly.

We continued to form new groups for different aspects, some more abstract than others: age; preferred pet, cat or dog (courtesy of Birdie, the classroom aide); and preferred subject, math or writing (a question that students had answered during morning meeting earlier in the week). Similarly, students continued to answer questions related to group size, the number of people in each group, and sameness and differentness. I noticed that even though I typically called on just one student to answer a question, every student answered it as well, counting on their fingers and consistently looking back and forth between each of the groups in order to gather more information, and talking amongst themselves. Even Karen, who is not the biggest fan of math, was counting and shouting out her answers.

Then, Max said, “I have an idea, I have an idea.” It was the perfect opportunity to turn the game over to the students. Before it was time to form new groups again, I asked Max to come up and share his idea. He said, “Form groups for hair length.” Students scrambled to form groups. At first, Karen did not know which group she belonged in. I asked her, “Is your hair long or short?” She touched her own hair, looked at the long-haired group and promptly moved into the “short hair” group. Max pointed at her, and said, “But all girls have long hair.” Birdie and I were quick to intervene, explaining to Max and the rest of students that sometimes girls have short hair and boys have long hair. I cited my CT, Phoebe, as an example of a woman who has short hair. We carried on, counting the number of groups and group members. By the time students lined up again, many more students had their hands up, anticipating a turn at presenting a category for

grouping, and indeed, everyone got their chance: Eve grouped students by whether or not they wore glasses; Karen grouped students by “striped shirt vs. no striped shirt;” Bill grouped students by hair color: and Margo grouped students by “shoes that tie vs. shoes that don’t tie.” Originally, there were three groups for hair color: one for blonde, and one for red, and one for brown. However, before he selected a group to join, Max touched his own hair and said, “My hair is black. It’s not brown.” He formed a group on his own. Just then, I asked Karen, who in the brown-haired group, if her hair was also black. She looked back and forth between Max and her own group, said, “It’s black” and then moved to join Max, creating an entirely new group. Lloyd’s idea was for students to group by “wearing pants vs. a dress;” all students except Eve were wearing pants, so Birdie suggested a third category, “wearing pants vs. jeans vs. a dress,” which divided the “pants” group into two, forming three groups in all. Finally, the time had arrived for me to present the final category, “uses ASL vs. does not use ASL.” All students except Addison gathered into a group. So, Birdie asked Addison whether he used ASL in different ways, e.g. “Do you use ASL” or “Do you sign?” Addison replied, “I don’t sign. I talk.” I pointed out, “But you are signing right now. You can sign *and* you can talk. You know two languages. We are not asking you to choose one language over the other, only if you use ASL.” The rest of the students were also trying to convince him to join their group, also pointing out that he signs ASL. Eve said, “You sign ASL.” After a moment, Addison smiled, seemingly a little embarrassed, but he appeared to finally understand that he did not have to choose one language over the other. As he moved to join the group, he drew a line down the middle of his face with his hand, indicating that he has a dual identity: he can sign ASL *and* speak English.

I addressed the whole group: “Oh. We *all* use ASL here. Lets move back to the SMART Board and discuss what we like about ASL.” Everyone moved back to the U-table in front of the SMART Board. Birdie took Bill and Margo from the group to complete required assessments in a different building. I pulled up the Notebook slide on which I planned to record everyone’s remarks about liking ASL. I tapped the table to call students to attention, and when that didn’t work, I crossed my arms and waited until all eyes were finally on me. I underlined the title of the slide, “What I like about American Sign Language” and asked for a volunteer to read it out loud. Eve was the only one to raise her hand, so I called on her. She read the title and asked what American Sign Language meant. I pointed to the fingerspelled picture above, explaining that American Sign Language. It was the full name for ASL, and that when we say ‘ASL,’ we mean American Sign Language. During this brief conversation, the students lost interest because I had not given them something to do to retain their full engagement while I prepared Eve to read aloud the title. After Eve read aloud the title to the class, I thanked her and asked her to go back to her seat. However, it was evident that students did not fully comprehend that ASL refers to American Sign Language. I repeated the title and asked, “What do you like about ASL?” and was met with silence for a moment. Eve said, “I like English,” repeatedly. I reminded her as well as the students that they were not going to compare ASL and English, but discuss specifically what they like about ASL. Then Karen’s hand shot up and she said, “It’s cool.” Before I turned to record her response on the SMART Board, I asked students to talk amongst themselves and think of what they like about ASL. I wrote, “It is cool,” on the board, underlined it with my finger, and said it to students. Then I inquired whether anyone else had come up with

more ideas. Once again, students were silent, so I asked students whether they liked Signer's Workshop and reminded that they had created a superhero story. One student- I cannot recall who- remarked that people can learn ASL. I wrote down their response. Then Karen declared, "My parents use ASL," which I immediately recorded. For the next few minutes, however, I struggled to get more answers from students and slowly slid out of my position of neutrality. I asked students whether they thought ASL was boring or creative. Eve, Lloyd, and Max all replied, "It is creative." I recorded this on the slide (see Figure 24 in Appendix B).

Afterwards, I decided to end the lesson for several reasons 1) I had attempted to influence the students' thinking by asking them to classify ASL as boring or creative, a direct violation of the neutrality stance that I'd needed to adopt in order to a) implement the curriculum effectively and b) to gain valid and reliable evidence of students' perception of ASL; 2) both the topic of discussion itself appeared to be too complex for students, who have yet to develop their awareness of language, and perhaps I was not providing the best of examples to stimulate responses from students. In any case, I thanked the students for sharing their ideas and stated, "Though we are all the same and different in many ways, we all use ASL." However, I missed out a huge opportunity to gather more evidence for my curriculum by forgetting to ASK students to share what they learned during the lesson— examples of how we were the same and different. I was too preoccupied with my disappointment that the second part of the lesson had not gone so well.

Later on, after the school day had ended, I recounted the lesson to my CT, Phoebe, who had not been in the classroom when I taught it. She questioned me about the

process of moving along the concrete-to-abstract continuum in regard to grouping students according to various aspects of physical characteristics and personal preferences. I explained that students did pretty well with the more abstract aspects- personal preferences- forming groups quickly and acknowledging that everyone does not always share the same interests or like the same things. I also shared that the second part of the lesson- asking students to share what they like about ASL- might have required higher-order thinking skills that the students had yet to acquire due to their ages.

Indeed, the outcome of this lesson confirmed my decision to drop the next lesson (*1.3: Same, Yet Different*)- comparing ASL and English. Students deserved to have the opportunity to discuss what they liked about ASL at length, in a safe and structured environment, before being asked to compare and contrast it to English. I'd reached a point where I felt that I lacked the knowledge, ability, and experience to guide this kind of dialogue about ASL. Furthermore, as I'd already adjusted the trajectory of the first unit by shifting the focus from Deaf identity to ASL, it became clear that I'd crossed into unfamiliar territory. I no longer had any confidence in what I was doing and attempting to teach the students; therefore, I decided on to act on my instinct to just stop before I did more harm than good. This meant wrapping up the first unit on a positive note, having students complete their "All About Books" and present them to the class (Lesson 1.4: Gallery Walk). Phoebe, my CT, was not present for this lesson so I was unable to take advantage of an outside perspective of the effectiveness of the lesson.

However, I must note that the "Find Someone Who..." activity was a unanimous hit among students for the next few weeks. We often played it during free time and

transition periods, and each of those times, it was entirely student-led, and their terms for grouping became increasingly elaborate as they became 'experts'.

Unit 1, Lesson 4: Author's Chair

Early on in my internship, I decided that I would close out the first unit of my curriculum with *Author's Chair* instead of *Gallery Walk* as originally intended. This way, each student would get an opportunity to 1) share their book with the class 2) reveal more about themselves; 3) practice translating English print into ASL; 4) and hone their presentation skills. I decided to schedule this lesson on the day of a special school event- Open House. On this day, families would be visiting their children's classrooms and learning about what they are doing in school. It was just the perfect opportunity for my students to demonstrate what they have accomplished and share in a learning experience with their families.

In preparation for their book presentations, I set aside some time for students to complete their *All About Me* books. I created a book checklist for the entire class to use (something I wish I had done at the beginning of the curriculum implementation to keep close track of students' work progress). I told student that they needed to finish their books because they would be presenting them to their families on Open House day. I showed students the checklist and pinpointed which pages students needed to complete. I explained that every time they completed a page, they needed to share it with me before I could mark it as 'done' on the checklist. The introduction of this checklist proved to be a great tool for motivating students to get their work done, as they gained a sense of accomplishment and satisfaction from marking the writing tasks as 'done' on the checklist. This was particularly true for Addison, who'd lost interest in writing over the

past few weeks and, I suspect, deliberately avoided writing whenever possible. However, it took a lot of urging to get Lloyd to even illustrate a picture of his father, so I did not press him to write about his family (see Appendix C) because it appeared to be a sensitive issue for him.

Furthermore, I had students practice reading aloud their *All About Me* books on iPads during Independent time a just a few days before Open House. All of the students were experienced iPads users, thanks to signer's workshop in which they typically recorded all of their ASL works on these devices. All except Lloyd were able to accomplish this. Whenever I was able, I gave students feedback on their ASL skills as well as English-to-ASL translations, while they filmed themselves. However, I want to note that I did not have the time to review the videos of students' practice presentations.

Bill and Margo's respective families came to Open House and were present for Author's Chair. I brought out a cup filled with exactly seven popsicle sticks; each stick had students' initials on them. I used this random selection process for selecting students to present their books. I observed that some students, particularly Karen and Lloyd exhibited a degree of shyness during the presentation, while others, notably Bill and Margo whose families were present, took pride in sharing their books in the presence of their families. I recorded each of the presentations on my personal iPad so that later, I could score them using a rubric of my own creation. At the end of the day, I collected the books for evaluation, using the *6-Trait Assessment for Beginning Writers* to score them.

Unit 2, Lesson 1: Deaf Donald

In preparation for the lesson, I put together a brief slideshow on Notebook (a SMART Board) program. At this point I'd gotten accustomed to using the SMART

Board, instead of PowerPoint and chart paper, to guide my lessons. I also printed out paper copies of the poem and color-coded the lines for the three actors who would be taking on the roles of Narrator, Donald, and Sue. My original plan was for the students to use ASL scripts for the performances, but I decided to take a risk and go without, since I'd gotten practice doing some role-playing with all of the students for group reading. Furthermore, I created character nametags that were also color-coded to match the similarly color-coded version of the poem that was in the Notebook slideshow (see Figure 23 in Appendix B). Color-coding is an effective assistive technique for increasing word recognition, and this certainly was the case in my lesson implementation. However, I'd forgotten to also color-code the actors' scripts, and didn't get around to it until the students acted out the poem for the first time.

I had students gather around the kidney table in front of the SMART Board on which the poem, *Deaf Donald* by Shel Silverstein was displayed (via SMART Board's Notebook program). I explained to students that we would be reading, acting out and discussing the very poem that they were looking at on the SMART Board. Max asked, "Are we going to write? Are we going to play a game?" I replied with a better explanation this time: "No, we are going to read the poem, act it out and discuss it. I will read it aloud, but first, I want all of you to find words that you don't know so that I can explain what they mean." Bill raised his hand and fingerspelled, "D-o-n-a-l-d." I underlined the word, "Donald," told students that it was a name, and then pointed to the illustrations of Donald in the poem. I made eye contact with all of the students to make sure they understood, and repeated myself. Then, Lloyd's hand shot up and I called on him. He fingerspelled, "D-e-a-f." Bill and Margo recognized the word, immediately, and

said, “Deaf.” I said “Deaf” as well, and pointed to the English word in the poem’s title. Then I told all students that Donald was Deaf, and pointed to the illustrations in the poem, which show the character signing, “I love you.” Addison raised his hand again, and fingerspelled, “T-a-l-k-i-e.” He wanted to know what it meant I covered the last part of the English word- “ie” with my hand, and Margo said, “Talk.” I nodded my head, *YES,* repeated the sign, and then pointed to the word that immediately followed- “Sue.” I told students that Sue was the name of the female character in the poem. I asked all students to come up with a name, signing “S” and positioning it in random spots on my face and upper torso. All of the students agreed that tapping “S” on the chin would be Sue’s name sign. Donald’s name sign, also determined via general consensus, was to be the sign, “D” tapped on the side of the temple. Initially, Karen said, “boy,” but she caught on quickly, as all of the students said his name in unison. Then, I asked students to remind me what both of the characters’ name signs were, once more, and they complied.

I clicked on the next slide, revealing a color-coded (or highlighted) version of the poem. I explained to students that each color represented a character in the poem. First up was the narrator. I asked students what a narrator was, and Eve said, “storyteller.” I pointed at her, *YES*and then brought out a prop (labeled “narrator”) that we’d been using for the narrator in the play that we had been reading for a few weeks. This was a strategic move in order to 1) tap students’ prior knowledge and 2) make connections across content areas. I underlined the narrator’s lines with my finger. I did the same for the characters of Donald and Sue, first asking students to identify their names in English print and then their name signs. Next, I explained that I would be reading aloud the poem and role shifting between all three characters. I demonstrated my body position for each

character- narrator in the center, Donald facing right, and Sue, facing left. I went over it once more, and then had all students tell which character I was, based on my body position as well as the direction of my shoulders.

I read aloud the poem, and students laughed, apparently amused by my facial expressions for the characters of Donald and Sue. Some students pointed at me and said, “You’re funny.” I mouthed, but did not voice, all of Sue’s lines in the poem. I’d informed students beforehand that I would be pretending to talk for the character of Sue because she didn’t know sign language. After the read aloud, I asked students what happened between Donald and Sue. “Did Donald understand Sue and did Sue understand him?” All of the students called out, “No.” I asked, “Were they able to communicate?” Bill said, “There was a communication breakdown.” I went on to explain that Donald and Sue were not able to communicate because there was a language barrier. Donald did not speak, and Sue did not sign. I put my hands behind my back and pretended to speak. I asked all of the students if they could understand what I said. They looked at each other, shook their heads and said, “No.” Margo commented, “I can’t understand you,” as did Eve. I asked students if we were all able to communicate clearly in ASL and in return received a collective response of “Yes.”

Then, I asked students if they wanted me to read the poem aloud again, for the purposes of 1) explaining what Sue actually said and 2) reinforcing students’ understanding of the poem, positioning them to better engage in a deeper analysis of the interaction between Donald and Sue. They all nodded their heads and said, “Yes.”

During the second recital of “Deaf Donald,” I paused after ‘speaking’ as Sue in order to translate the spoken English using this specific strategy: 1) I ‘spoke,’ as Sue; 2) I

underlined the English print with my finger 3) and I translated the English print, or Sue's lines into ASL. I also had students help me recite Donald's lines in order to keep them hooked; at this time they'd definitely caught on that all of Donald's lines in the poem were "I love you," in ASL. They were equally amused by my facial expressions the second time around, indicating that they were still 'processing' the poem and not yet seeing its deeper meaning. However, time was running out, and I could only hope that by acting out the poem themselves, the students would understand that the two characters parted ways due to a language barrier and the fact that one was Deaf and the other was not.

I explained to students that they would be acting out *Deaf Donald*; I needed three students to take on the roles of the narrator, Donald, and Sue. I brought out a cup filled with exactly seven popsicle sticks; each stick had students' initials on them. Before drawing names for the roles, I asked all students if they wanted to play a role. All students but two raised their hands; I removed their names from contention. However, they both changed their minds a few moments later, just when I was about to select a student for the first role of narrator. I also made certain that Lloyd and Karen- the kindergarteners- would each get to play the role of Donald, since it fit well within their ZPD. The students acted out *Deaf Donald* three times because I wanted all of them to have at least a turn playing one of the roles. Additionally, I knew that the more students acted it out, the more they would become familiar with it, and the better prepared they would be for the next segment of the lesson- discussing communication options that the characters could use to overcome the language barrier.

The first name I drew out of the cup was Max's. I told him that he would be playing the narrator role. Eve chimed in and reminded that I'd told her at some point that she could have this role. She was correct. I told her that I made a mistake in promising her a role, but then all of the students began to debate over who would get which role. Birdie, being the amazing classroom aide she is, encouraged me to stick to my guns and put my foot down. I told all of the students that we would 'start over,' but Max would still be playing the narrator. I drew two more names at random, although I was *hoping* that both of the second graders would get the next two roles, so that they would provide the younger students with language models. As it turns out, luck was on my side: Bill was to play Donald and Margo, Sue. I asked Margo if she would be comfortable pretending to speak, and she nodded her head, 'yes.' I explained to all of the students my expectations for their performances: 1) good use of facial expressions to indicate shifts in mood 2) clear signing 3) and efficient use of the performing space to show scene changes (e.g., Sue walking out of the frame to convey that she's 'left forever'). Then I laid the actors' copies of the poem on a desk that I'd set in the middle of the kidney table and quickly highlighted the lines for each actor. I had all students help push back the kidney table so that the actors would have more space for their performance. I asked the actors to choose and put on the correct character nametag for their character, and they were all spot-on. I reminded the actors that they were to adhere to their own lines, pointing to their scripts as well as the color-coded version of the poem on the SMART Board. Furthermore, I told students to use facial expressions as a way of embodying the characters and conveying their feelings as the situation unfolded. Unfortunately, in my rush to get the actors prepared, I'd forgotten to ask the rest of the students- the audience-

how to demonstrate full attention to the performance. I sat down on the floor in front of the desk, intending to provide the actors with extra support for the performance. Once the actors got in position- Max, in the center, Bill (Donald) on the far right, and Margo, on the far left, I asked them if they were ready. They nodded. "You may begin," I responded.

I guided all three students through their performance, particularly Max, who had the most lines to recite. Margo required some support to pretend to 'speak;' she was visibly uncomfortable with the task, but pressed on, thanks to Birdie's kind words of encouragement. Bill embodied Donald with ease, which was no surprise considering the character repeated one line throughout the poem. After the performance, was over, I stood up and thanked the actors, and had them remove the character nametags for the next group of performers to use. Then I stood up, faced all of the students, and asked them all how Donald felt about the fact that Sue 'left forever.' Some students commented that he probably felt "sad." "Were they able to communicate?" I inquired. All of the students responded, "No." Then I asked Margo, Bill, and Max to return to their seats and selected at random three more students for the next performance.

This time, the roles of the narrator, Donald, and Sue went to Addison, Eve, and Lloyd, respectively. All students eagerly accepted their roles and put on the nametags. As with Margo, I asked Eve if she would be okay pretending to speak. She nodded her head, 'yes,' but my instinct told me that she too would need gentle encouragement. This time, I readied the viewing audience (the rest of the students) for the performance, reminding them to pay attention. I sat down on the floor, fully prepared to provide assistance to all three actors. Addison did well with his lines, looking at me every now and then for hints;

Lloyd recited his lines expertly and clearly conveyed Donald's feelings throughout; and Eve appeared to be shy about pretending to speak and paused to ask me if she could sign her lines instead. I consented, and told all of the students to "pretend that Eve is speaking." All three students pulled off their roles well, just like the previous group. After their performance, I once again asked all students if the characters could communicate. Some called out, "No." I sent the actors back to their desks and proceeded to select roles for the final performance because time was running out, and I really needed to get to the next part of the lesson. Since Karen had yet to perform, I gave her the role of Donald, which she accepted with enthusiasm. I had more than enough volunteers for the other roles, but all students agreed to let Max (playing Sue) and Eve (narrator) have another turn. I noticed that Lloyd was becoming restless, so I asked him to become my assistant and sit by me while I guided the actors through their performance. During the performance, Karen recited her lines with Lloyd's help, Eve pretty much nailed all of the narrator's lines with a little help from me, and Max demonstrated a high degree of comfort pretending to speak. When it was time for Max to 'exit the stage' as Sue, Lloyd, in his excitement, got up and followed him. After the performance, I thanked all of the students for their participation and noted that they did very well learning the lines in such a brief time. Then I explained to students that we would be discussing the lack of communication (or language barrier) between Donald and Sue.

I pulled up the final slide on Notebook that read, "What can Donald and Sue do to communicate?" As a whole class, we briefly reviewed the poem and then I read aloud the question on the slide, except I phrased it like this "What can Donald and Sue do to communicate **better**?" implying that both characters were able to communicate, albeit

not very well. I'd intended to specifically emphasize the word, "communicate," but I accidentally added "better" at the end. Bill raised his hand. I pointed my finger at him to ascertain that he had the attention of all the students. He said, "They can communicate via paper and pen." I repeated his idea to the whole class for further reinforcement, and then wrote it on the SMART Board. I went on to explain that sometimes Deaf people communicate with hearing people via the paper and pen method.

I referred to non-signers as 'hearing people,' completely veering away from my initial vision of referring to hearing people as "Not Deaf" people. I did this for two reasons: 1) students already regularly used the phrase "hearing people" in the classroom and 2) 'hearing people' in this case was NOT used as a derogatory term, but rather as a term to describe people who hear but do not sign. Furthermore, as I did not teach the third lesson in the second unit of my curriculum, where I would have formally introduced my substitute term for "hearing people and/or non-signers- "Not Deaf" people- I thought it would be 'acceptable' in this case to use "hearing people."

I asked all of the students if they'd used the paper and pen method before, and two students raised their hands to indicate, *yes. * Then Bill raised his again, and said, "Sometimes I use my iPhone." "Yes," I said. "I use my iPhone too." Just then, Birdie pulled out her iPhone to show all of the students. I told her, "Let's show students what it looks like to communicate with an iPhone." I quickly ran to my desk and grabbed my own iPhone, and then Birdie and I acted out a scene in which a hearing person and a Deaf person communicate via this device. Afterwards, I gave students a few moments to process what they had seen and offer up comments. Bill, Margo, and Addison more or less stated that they had experience using an iPhone (or similar cell phones with texting

capability). Several other students expressed interest in using, or perhaps *playing* with an iPhone.

Then I asked students how else they communicate with hearing people or people who do not know ASL. The class was silent, so I posed the question again. When I got no response, I offered up another suggestion- using gestures to communicate with non-signers. I wrote the word “gestures” on the SMART Board, fingerspelled it, and modeled the ASL sign, which students afterwards recited under my guidance. I explained that gesturing means “moving your hands and body to express an idea, to communicate. Using gestures is NOT like using ASL.” Once again, Birdie and I improvised a scenario to demonstrate how gesturing works. As with the first time, I assumed the role of the non-signer. The brief scenario consisted of Birdie asking me if I would like to go to the playground and use the swings with her. Birdie and I were very explicit in our use of gestures and facial expressions, ensuring that students (Lloyd, Max, Eve, Bill, and Margo) were easily able to determine the nature of our conversation in the short discussion afterwards. I asked students if they had any experience using gestures with friends who did not sign. Students seemed unsure, from which I was able to conclude that some of them *likely* use this communication method in combination with speaking (based on the data I gathered from the survey I administered prior to the curriculum implementation) with their non-signing friends. I went on to share that I use gestures sometimes, especially when I go to the store and need assistance. Then, I directed students to remind me the name of this communication method, and they all responded in concert, “gesturing.”

I looked up at the clock and figured that we had just enough time to review one final solution to the communication barrier between the characters of Donald and Sue. Before presenting it, I inquired students about any other ideas they could offer up. Unsurprisingly, no one raised their hand. I wrote, “ASL classes” on the SMART Board before addressing the students. “What if,” I began, “Sue went to school to learn ASL? She could take an ASL class like you come to school to learn ASL and English.” I paused to let students absorb my words and offer up remarks. Eve raised her hand, and I called on her to share. She said, “You can go to school to learn ASL?” “Yes,” I answered, “Let me show you all what it would look like.” Birdie and I acted out a short scenario in which I, playing the character of Sue, took an ASL class in order to learn the language and initiate a friendship with Donald. We had the full attention of all the students, who, upon the conclusion of our ‘skit,’ were chattering about ASL fingerspelling (which I had demonstrated). I asked students if they had ever taught their friends how to fingerspell. As I asked the question, I recalled that I’d completely forgotten about my ‘hook’ for this portion of the lesson- asking students how they communicate with friends who do not sign. In fact, students might have been able to come up with their own ways of communicating if I’d asked this question precisely when I intended to ask it.

Regardless, I gave each student an opportunity to briefly explain how they converse with their hearing, or non-signing, friends. Since the Deaf Awareness and Attitude Survey that I administered prior to the curriculum implementation featured a question about communicating with friends (“Do you use ASL with your friends outside of school?”), I fully expected responses from all students, and indeed, I was not disappointed. Max and Margo stated that they “talk” (speak in English) with their friends;

Bill said that he communicates with friends via typing on a cell phone; Lloyd's father interprets for him when he interacts with non-signing friends; Eve and Addison use two different communication techniques- speaking in English and enlisting their parents as interpreters; and Karen cited her mother's interpreting as the primary communication method for interactions with non-signing friends. I shared that I communicate with all of my non-signing friends in a variety of ways- fingerspelling, gesturing, using the pen-and-paper method, and occasionally an ASL interpreter. This was a very productive discussion, as students had opened up about their communication environments at home and in the community, and I would have liked to follow up on their claims and statements with their families, but I simply did not have the time due to my student teaching responsibilities and the imminent conclusion of my internship.

Students took a vote on which communication method they preferred and results varied. I recorded all of the votes on the SMART Board: the paper-and-pen method received two votes, as did the iPhone/cell phone method; one student selected the method of gesturing; and two students voted for 'ASL classes' (as in they would like their non-signing peers to take ASL classes). I reviewed the votes with students to confirm their accuracy.

Unfortunately, time was up- I'd only had 45 minutes to teach the lesson- and we needed to move on to the next activity of the day. Consequently, students did not get to act out one of the communication options for the characters in "Deaf Donald." In closing, I asked students to give the thumbs up if they enjoyed the lesson; they all made fists, stuck their thumbs out, yelled, "Yes!" and bounced in their seats.

Afterwards, I reviewed Phoebe's observation notes, which were both revealing and extremely useful for gauging the effectiveness of the lesson. Phoebe reported "roleplaying with Birdie had all of the kids HOOKED." Furthermore, she commended me for making the best use of physical space (pushing back the tables to expand the acting space for students) and organizing the role assignments for the acting of *Deaf Donald*, according to students' independent level abilities. Later on, I told her that I'd specifically selected Lloyd and Karen for the role of Donald because they could perform it without much assistance; however, the overall distribution of roles was simply kismet and it worked out in my favor. Most interesting of all, however, was Phoebe's following remark: "I'm a little surprised that the kids aren't coming up with their own ideas and volunteering their ideas of how to communicate; this is a topic we covered in the fall. Obviously, they need the re-teaching! I'm glad you're here to get this back on their radar."

For this very reason, I was disappointed that we did not quite complete this lesson, and nearly considered extending it so that 1) we could discuss more thoroughly the variety of communication modalities and methods that Deaf people use to communicate with hearing people or non-singers and 2) recreate the *Deaf Donald* poem in which the characters communicate effectively and develop a friendship. However, I was anxious to move on to the next lesson, the last one I would end up teaching, due to time constraints.

Unit 2, Lesson 2: Debunking Myths

In preparation for this lesson, I used Notebook to create a slideshow about the myths associated with Deaf people, as well as the differentiated assessment worksheets-

that students would complete at the end of the lesson to demonstrate their understanding of the content.

Before beginning the lesson, I had students push back the tables and sit in chairs, all lined up in a row, directly in front of the SMART Board. Since students were going to use the SMART Board to vote on whether or not they believed each of the so-called ‘facts’ featured in the slideshow was indeed a fact, or actually a myth, I wanted to remove as many physical barriers and distractions as possible in order to expedite the voting process as students lined up in the front of the board to move their name tokens under either the ‘fact’ or the ‘myth’ column in the T-charts for each statement. Five students participated in this lesson; Bill and Karen were absent on the day that I taught it.

I used my one-liner, “Are you prepared?” to engage the attention of all the students when I began the lesson. I told students that they were going to play a “guessing game,” and their eyes widened in curiosity and excitement. “Before we play this game,” I explained, “You need to learn two words.” The very first slide that I clicked on featured definitions of the words, “fact” and “myth.” I used pictographs to convey the difference between both words: a smiley face for “fact” and a frowning face for “myth.” I used the ASL ‘chaining’ technique, as well as exaggerated facial expressions, to bridge English and ASL as I taught students the meaning of both terms. Students collectively fingerspelled, signed, defined, and demonstrated the appropriate facial expression for each term under my guidance. I explained to students that they would use evidence (a term that I also taught via the ASL ‘chaining’ method despite the fact that I had neglected to include it in the slideshow). Next, I shared two general myths that I thought would have widespread appeal among students: 1) chocolate milk comes from brown cows and

2) teachers live at school. When I shared the first myth, students laughed and pointed. I read aloud the myth, “Chocolate milk comes from brown cows.” and pointed to the accompanying pictures. “Is this a myth or a fact?” I questioned students. Immediately, all students called out, “Myth!” Birdie commented that she’d recently explained the origins of chocolate milk during lunchtime just a few weeks prior. I clicked on the next slide. “If you think it’s a myth, come up to the board and move your name under the yes column in the T-chart. If you think it’s a...” Students yelled out, “fact.” “Yes, fact, move your name under the no column.” Upon Birdie’s suggestion, I called on students one by one to form a line at the SMART Board and cast their votes, all of which were “myth.” The next slide revealed that all of the students were correct, after which I asked for a volunteer to present evidence that this statement was a myth- explain where chocolate milk comes from: “How do you know this is a myth? Who can show evidence?” Initially, Margo and Max responded without being called on, so I reminded them to raise their hands. Then I called on Eve, who’d remembered to raise this. She stated that at home she mixes milk with chocolate syrup to make chocolate milk. Then, I permitted others to submit responses, most of which were the same, except that sometimes they use chocolate powder.

As for the second myth- teachers live at school- I’d accidentally forgotten to create a slide presenting the myth, so what popped up to my surprise was the T-chart for voting. However, this only resulted in minimal impact on the lesson itself. Though I fabricated a story about living at school much to the amusement of students, they were not fooled. With confidence and certainty, categorically voted this statement as “myth.” I reminded students about the importance of using evidence to corroborate their

assertation. In this case, it was the fact that their own teacher- Phoebe- lives in a house. Students chattered about an ongoing inside joke that they were going to paint Phoebe's house as a reward for completing a long-term reading project. I got them back on track using my one-liner ("Who's prepared?").

Before moving on to myths about Deaf people, I pulled up a slide featuring the poem *Deaf Donald*, in order to tap students' prior knowledge of the last lesson. Together, we reviewed the last lesson and discussed some of the communication methods that the characters of Donald and Sue could have used to communicate effectively.

As a segue into the next part of the lesson, I said, "Now, we are going to discuss some things that many people believe about Deaf people but are *not* true." It was much too late for me to catch myself before revealing that the subsequent statements in the slideshow were all myths, but I do not believe students caught on as well. In retrospect, the first myth about Deaf people that I shared- ASL is not a language- might have been too complex a concept for students but I was glad that I'd taken the risk because at least students would be exposed to the most undeniable fact about ASL- that it is a language in its own right. I asked students, "Does anyone remember what ASL stands for?" This was my attempt at assessing students' prior knowledge related to *Unit 1 Lesson 2: "Find Someone Who...* in which students discussed what they liked about ASL. No one could recall, so I reminded them that "ASL stands for American Sign Language." I asked, "What language do we use here at school?" All students responded, "ASL." "Now, do you think it is true that ASL is NOT a language? There are many people out there who do not think or know that it is a language." Upon clicking on the next slide, students assembled into a line and placed their votes; all except Addison categorized the statement

as a “myth.” One possible explanation for this is that because I’d set the lesson up so that all the statements were in fact myths, the overall predictability of the voting task greatly increased, thus all of the students could simply vote ‘myth’ every single time. However, this wasn’t always the case, and Addison was the proof. Immediately after he classified the statement as a ‘fact,’ I asked Addison, “Why do you think it’s a fact?” He smiled mysteriously and returned to his seat. I had no opportunity to follow up on his interesting response. Yet, I was not surprised, because over the course of the curriculum implementation, and in the survey data that I’d collected, Addison had revealed himself to be caught between the Deaf and hearing worlds. He’d frequently described himself as being of two halves, one half signing ASL, and the other half, speaking English.

Birdie and I coordinated efforts to explain that there are many people out there who are not aware of ASL or do not view it as a language. Again, I returned to the *Deaf Donald* poem, using the example of Sue’s character as someone who has never before encountered ASL. However, students appeared to be a bit confused, so Birdie and I acted out a short scene in which I feigned shock and perplexity at Birdie’s use of ASL. This alleviated student’s confusion somewhat. I went on to ask students if they could “understand what Birdie said, and what I am saying right now.” They nodded their heads and said, “Yes.” There were numerous comments as well but I cannot at this time recall who said what and do not wish to speculate. I went on to explain, “You understand me because you know ASL. We all use ASL. ASL is a language and it has meaning because we can express ourselves and understand each other. Would you all agree that ASL is a language?” I asked students to sign, “Yes,” if they agreed, and they all did. “This,” I said, “is our evidence that ASL is a language. Now, can all of you write in English what

someone says in ASL?” Eve called out, “Yes.” I eyed the rest of the students to determine if they agreed with her. They did and so in my attempt to match students’ level of understanding I wrote on the SMART Board, “ASL can be translated into English.” This was a context that I hoped the students, at least the 1st and 2nd graders could understand, because when they created their *All About Me* books, I always asked them to brainstorm ideas in ASL first and then write, or translate, these ideas into English.

The next myth- Deaf people do not have voices- was much easier for students to comprehend. Right off the bat, students began vocalizing, to which I responded, “Not yet! Can someone please read aloud the statement on the board?” Several students began signing, but I halted their actions and selected someone who’d raised their hand. This time it was Margo, who came up to the board, and completed the task without any difficulty. Voting commenced amidst a bit of squabbling about who was first in line; yet once again, Addison’s was the sole name in the ‘fact’ category. I began to wonder whether he was intentionally casting votes in opposition to his peers, but could not make any clear determinations at this time. Subsequent to the unveiling of the statement as a total and complete fabrication, I asked students to present evidence confirming its status as a myth. All students began vocalizing and even yelling. I raised my hands to calm them down. Then, I told them that I too, can use my voice. I began to speak simple English sentences. There are no words that can accurately describe students’ astonishment at the fact that I can use my voice. Their jaws dropped. Addison, Margo, and Eve pointed their fingers at me, and yelled, “You’re hearing!” Max even commented, “Stop. I don’t like your voice.” I laughed and explained, “I am not hearing. I am Deaf. Just because I’m Deaf does not mean I do not have a voice. It is my choice to

use my voice. But most of the time, I choose not to use it because I don't want to.

What's the rule about using your voice here at school?" Margo and Eve called out, "Turn off your voice." "That's right," I replied, "Can you understand me when I speak and do not sign?" In return, I got a collective response of 'nays.' Yet, students still held on to the belief that someone's ability to use their voice automatically means that they are hearing. Birdie jumped in and said that there are plenty of staff on campus who can use their voices and even speak on the phone. She went on to describe one Deaf teacher who can speak on the phone. Students appeared to be dubious, which was partly due to the fact that they still couldn't get over my ability to speak. Regardless, I said, "We just used our voices as evidence that shows this statement" *points to the SMART Board* is a myth" If time was not a factor, I would have gladly gathered up the students to meet with school staff members who are Deaf and can speak. They surely would have benefitted from being exposed to variations of 'the Deaf experience,' meaning that there is no 'one way' to be Deaf. Some Deaf people choose to use their voices, some don't, but ALL Deaf people literally have voices.

Eve volunteered to present the next statement- Deaf people can't make music- to the next class, and did so without any assistance. We talked about ways to make music, by using our voices, musical instruments such as drums or guitars, and even adapting everyday objects into musical instruments. All students, including Addison this time, summarily classified the statement as myth. Just the week prior to this lesson, Birdie suggested that the students watch a Sean Forbes (a well-known Deaf musician) music video- "I'm Deaf" for signer's workshop. I thought it was an excellent idea and the students were completely transfixed during the video; a few even danced along to the

beat. The premise behind this activity was to show students that Deaf people are capable of pretty much anything, including making music. I reinforced this concept by presenting this same music video as evidence to debunk the myth that Deaf people can't make music. Before we viewed the video again, we briefly discussed our previous experience with the music video. However, I'd selected the incorrect music video and so had to quickly go online to retrieve the correct one, which resulted in a few moments' delay. Before playing it, I closed the classroom door and turned the volume up to the maximum. Students delighted in bopping along to the music, and many tried to follow along with Sean Forbes's lightning-quick signing. After a few moments, I looked up at the clock. There wasn't enough time to present the final myth- Deaf people can't drive. In fact, there was only just enough time for students to complete the assessment worksheets that I explained beforehand. I divided students into two groups: Lloyd and Max with sat me at one table, and Addison, Eve, and Margo worked under the supervision of Birdie at the other table. All students were permitted to use the slideshow as a frame of reference for completing their work. Lloyd required some extra support in staying on task, but eventually completed the worksheet at my gentle urging (e.g., I provided support as he read each statement aloud and categorized them as fact or myth) Max was focused and enlisted my help in the spelling of words (e.g., my name). Birdie reported that the students under her supervision completed their work without much fuss. I was glad because students were working within a ten-minute time frame. However, there was no time for proper lesson closure; I collected the worksheets and moved on to the next lesson of the day.

During the bit of time that we had to chat, Birdie and I reflected on the lesson. She impressed upon the importance of teaching our students about all of the things that Deaf people CAN do or are capable of. She suggested that students interview the very teacher who can talk on the phone. Luckily, at the end of the school day, our class ran into the teacher while readying to leave campus, and she very graciously explained to students that she 1) is Deaf; 2) can use her voice; 3) can speak on the phone; and 3) consciously chooses to use or not use her voice depending on the situation. I made certain that students thanked her for her time. Certainly, her input on this topic proved to be a great asset because it provided yet more evidence that someone's ability to speak does mean that they are hearing. As with the *Deaf Donald* lesson, I wish there was more time to thoroughly discuss, analyze, and debunk each of the myths that we covered in the lesson (as well as the numerous myths that were left untouched), but that initial exposure was at very least a solid beginning. I knew without a doubt that I would teach this lesson again, but of course not before making improvements and adjustments. Notably, my CT, Phoebe, was not present in the classroom when I taught the lesson, so there is no additional feedback to include here.

Deaf Awareness and Attitude Survey Administration

Even though I did not finish implementing the second unit in my curriculum (the result of which was that students never gained a sense of closure), I needed to measure its overall effectiveness. I administered the *Deaf Awareness and Attitude Survey*, once more. The interviews proceeded more fluidly this time, as all students recalled many of the questions and answered them with much more ease. The survey findings and implications are discussed in the next section as part of the evaluation of the curriculum goals.

IX. Evaluation

My curriculum goals were for students to 1) create *All About Me* books to establish an understanding that although they are different from each other in many ways they share one thing in common: a Deaf identity (Unit 1); 2) identify Deaf cultural and communication practices to become increasingly aware of what it means to have a Deaf identity (Units 1 and 2); 3) make a film that positively portrays and accurately portrays who Deaf people are and what they can do, in order to empower themselves and other Deaf individuals (Unit 2); and 4) gain more expertise in the use of conversational and academic language in ASL and English (Units 1 and 2). I gathered different types of evidence- field notes, student artifacts, rubrics, and pre-and-post curriculum survey findings- to determine the effectiveness of my curriculum and whether or not I met its goals as described above.

Goal # 1

The first curriculum goal was met. In *Unit 1 Lesson 2: Find Someone Who...* students learned about ways that they are same and different by forming different groups based on physical or personality characteristics. This activity was successful to the degree that 1) students took the lead early on, coming up with their own ideas for forming groups; 2) students engaged in meaningful and respectful (e.g., they did not judge or criticize each other); conversations about what they share and do not share in common; 3); students also applied the mathematical skills of counting (e.g., telling how many students were in each group) and comparing (e.g., telling which group had the most or the least members); 4) group formations became more complex (e.g., students assembled four groups based on hair color) as students began to think more critically about them

(e.g., they made a distinction between really dark brown hair and black hair); and 5) we continued to do this activity throughout the remainder of my internship, a clear indicator of its popularity among the students.

This activity was intended to build towards the second part of the first curriculum goal of enabling students to realize that they share a Deaf identity in common; which was ultimately met. The pre-curriculum implementation *Deaf Attitude and Awareness Survey* interview findings revealed that not all of the students identified as Deaf, as I'd correctly predicted (see Table 1 in Appendix C). Three students identified as Deaf, three students did not, and one student, Addison, identified himself as both "Deaf and hearing." Though only two out of seven students explained what the term, "Deaf" means, they all knew that not all people are Deaf or use ASL (see Table 1 in Appendix C). About half of the students defined ASL as "signing" and made distinctions between ASL and English when describing how they communicate with their family and friends (see Table 1 in Appendix C). Furthermore, nearly all of the students reported that they like using ASL in general; however several noted that they don't like using ASL in front of their family and friends because there is a language barrier (Table 1 in Appendix C).

This is evidence of the students' developing Deaf identities because they 1) are aware of some differences between Deaf and non-signers or hearing people, as well as ASL and English, based on language modality and use (signing vs. talking); 2) recognize that ASL is their most accessible language; and 3) are beginning to comprehend that the knowledge and use of ASL is a part of their identities.

Therefore, based on this information, in my delivery of *Unit 1 Lesson 2: Find*

Someone Who... I decided to have the students form a single group based on their shared knowledge and use of ASL instead of a shared Deaf identity. I told students, “if you use ASL, make a group over here.” All students, except Addison, moved to the designated area. Addison said that he talked and signed, but we (me, Birdie, and the other students) reminded him that we were discussing ASL specifically, not talking or spoken English. Yet, Addison’s position certainly is reflective of what many Deaf people, including myself, experience during the identity formation process, a process that may last as long as an entire lifetime; they often walk the line between the Deaf and hearing worlds. His stance on language modality and use also served as an important reminder of Deaf people’s bilingual (or even multilingual) status as users of ASL and English, though I did not emphasize this fact enough during the lesson. However, by shifting the focus of the lesson, the first unit, and ultimately the entire curriculum from Deaf identity to the shared knowledge and use of ASL, I actually heightened students’ awareness of their own developing Deaf identities because ASL is the language of the Deaf community. Students also recognized that they are bilingual (or multilingual in Max’s case; see Table 8 in Appendix C) because they know ASL and English; bilingual (or multilingual) status is also a critical component of Deaf identity.

Students also addressed their bilingual (or multilingual) status in *Unit 2, Lesson 2: Myths About Deaf People* (discussed at length under curriculum goal #3 below). We worked together to debunk the myth that ASL is not a language (see Figure 26 in Appendix B). I had students reflect on their analysis of the poem, *Deaf Donald* (see Figure 23 in Appendix B) to recall that they fully understood what Donald was saying, unlike Sue, who did not know sign language. Birdie and I also asked students if they

could understand what we were signing. Students confirmed that they did, and ultimately deduced that they could write in English everything that we said. Thus, they presented evidence that ASL can be translated into English as proof for debunking the myth that it is not a language (see Figure 27 in Appendix B). Additionally, in their assessment worksheets, all of the students categorized ASL as a language (see Figures 32, 35, and 38), and most of the 1st/2nd graders explained why (see Figure 38 in Appendix B).

In this lesson, I also challenged the students' misconception that Deaf people do not have voices- a misconception that had not become fully apparent until now- since most students stated that they did not know what the term, "Deaf" meant (see Table 1 in Appendix C). Although students initially classified it as a myth (see Figure 28 in Appendix B), they were still shocked when I used my voice and spoke in English (see Figure 29 in Appendix B). As a follow up, we had a conversation with a Deaf teacher who explained that she could speak on the phone; students were similarly surprised at this 'discovery.' Consequently, their stereotypical image of the Deaf individual as a signing mute was disrupted. They also began to acknowledge that there is not only one or correct way to be Deaf; in fact, there are multiple Deaf identities among Deaf people and within the Deaf community.

I soon discovered, however, that my decision to 'rebrand' the curriculum by focusing on ASL instead of the shared experience of being Deaf, did not always yield the results I wanted or expected. Once we'd established that the one thing we had in common- our use of ASL- during *Unit 1 Lesson 2: Find Someone Who...*, I attempted to engage students in a discussion about what they like about ASL in order to help them strengthen their bond over the shared use of this language, and think more critically about

the value and role of ASL in their lives. I thought it would better prepare them for the second unit in my curriculum in which there is a strong emphasis on Deaf communication practices.

Upon reflection, “What do you like about ASL?” is a difficult question to answer, even for a Deaf adult like me. Indeed, students’ answers were mostly limited to the status of ASL as a “cool” and “creative” language that people could learn (see Figure 24). I needed to first facilitate a comparison of ASL and English so that students could detect or identify the differences between both languages. Indeed, I should have used ASL, instead of Deaf identity, as the starting point for the first unit of the curriculum because students already knew that 1) they attend a school for the Deaf where ASL is the primary language of instruction; 2) they use ASL to communicate with their peers, teachers, and other school staff; 3) and ASL and English are two separate languages with their own rules and features. It became obvious throughout the curriculum that it was easier to introduce the concept of Deaf identity by having the students to recognize that their use of ASL and its accessibility as a language of instruction and socialization is something they share in common as well as a primary element of Deaf identity. Certainly, this emphasis on ASL would have better positioned students to name Deaf cultural and communication practices, and ultimately come to recognize these practices as part of a Deaf identity.

Eve was insistent about her preference for English over ASL, during our discussion of what we liked about ASL during *Unit 1 Lesson 2: Find Someone Who...* and it was slightly jarring. In fact, it confirmed my decision to drop *Unit 1 Lesson 3: Same, Yet Different* because I was also concerned that I would reinforce and maintain stereotypes about Deaf people. Indeed, it is due to this concern that students’ *All About*

Me books lack any and all reference to Deaf identity. However, later on, I realized that I could have included Deaf identity based on our conversation about ASL and English in *Unit 2 Lesson 2: Myths About Deaf People*, as well as students' strong identification with the character of Donald in the poem, *Deaf Donald* during *Unit 2, Lesson 1: Deaf Donald*.

Still, students benefited greatly from the experience of making books about themselves and their families (see Figures 1-21 in Appendix B). As part of my student teaching responsibilities, I was expected to cover Common Core State Standards (CCSS) and goals for various academic subjects. Consequently, I incorporated into the first unit, one component of a reading and writing unit that I taught on types and features of homes: students drew and wrote a page about their homes (see Figures 5, 12, and 19 in Appendix B); some even named what kind of home it was (see Figures 5 and 12 in Appendix B) despite that I didn't have enough time to support this writing objective. I also addressed a CCSS related to the use of adjectives (CCSS.Lit.L.1.1.e) Use frequently occurring adjectives) by having students write descriptions about themselves in their *Self-Portrait* page (see Figures 2, 9, and 16 in Appendix B).

All of the students met the minimum requirements for the creation and presentation of their *All About Me* books: 1) drawing and writing about the assigned topics (*Unit 1 Lessons 1.1 and 1.2: All About Me*) and 2) presenting their *All About Me* books at the end of the first unit (*Unit 1 Lesson 4: Author's Chair*). Phoebe, my cooperating teacher did a wonderful job of advising me on the differentiation of the book content, namely changing the topics, to match students interests and ZPDs. For example, each grade level was assigned a different topic for one of their pages: the kindergartners (Karen and Lloyd; see Lloyd's page in Figure 4 in Appendix B) wrote about something

that made them laugh; the 1st graders (Max, Eve, and Addison; see Eve's page in Figure 11 in Appendix B) wrote about something that they wanted to learn; and the 2nd graders (Bill and Margo; see Bill's page in Figure 18 in Appendix B) wrote about something that they were proud of doing. Additionally, the page modifications that I'd embedded in the writing project beforehand eased the differentiation process. The kindergarteners used pages with sentence frames whereas the 1st/2nd graders used blank pages.

When I introduced this writing project, I also introduced the concept of uniqueness, a concept that can be difficult to grasp if not taught correctly. Although students were already somewhat familiar with the word and the concept (as my CT had used this very word with them during a different lesson just the prior week), it was not easy to teach. Even after fifteen minutes of discussing the word, 'unique' and sharing examples, I got the impression that the students still did not fully comprehend what it meant. In fact, I found that students would have benefitted from a separate lesson (or mini-lesson) on what unique means and what it means to be unique before launching into writing the *All About Me* books. Yet still, students demonstrated understanding of this concept when they formed groups based on different personality and physical aspects during *Unit 1 Lesson 2: Find Someone Who...* The main issue was that I wasn't signing or spelling the term often enough for learn it, indicating that I should have followed through on my intention to use an ASL wall to teach vocabulary. I didn't have the time to create one.

I learned that my overreliance on repeating and reusing the word, "unique" across different content areas was an ineffective strategy. Students might have benefited from a set of instructions for *Unit 1 Lesson 2: Find Someone Who* that required them to formally

state the examples of uniqueness that they observed, using the word, 'unique'. This would have reinforced their understanding and use of this term. Still, I was generally very consistent in my use of the ASL 'chaining' technique to teach the curriculum vocabulary in ASL and English across the unit; to this end, I always made it a point to check students' understanding and use of the vocabulary before and during lessons.

During some writing sessions, students were not motivated to draw or write. This may be in part due to the fact that I taught this unit around the time I began teaching full-time. Because I was reserved in manner, and very nervous about teaching in general, students probably read it as lack of enthusiasm. Had I done a better job of putting aside my insecurities and focusing all of my energies into engaging students and getting them excited about making the *All About Me* books, I am certain that their writing would have better reflected their investment in the project. Even Phoebe, my CT, questioned whether I was a good fit for this age group. Students of this age respond well to overly animated behavior, exaggeration, and an overabundance of enthusiasm. It was not until I taught the second unit of my curriculum towards the end of my internship that I finally began to truly feel comfortable my role as a teacher. I 'loosened up,' became more animated, did a better job of demonstrating and maintaining enthusiasm, and used different techniques (e.g., physical prompts such as standing up to indicate 'Yes') to keep students engaged during lessons.

The most explicitly successful component of the *All About Me* book project, that had students completely engaged and motivated, was asking students to write about their families. Nearly all of the students put photographs of their families in their books. Additionally, students' impromptu presentations about their families during a writing

session produced one of the most active classroom discussions throughout my curriculum implementation. Students were fully invested in sharing about their families and learning about each other's as well. I essentially stood back and watched while students took charge of the entire activity; it was very exciting to watch.

In anticipation of the last lesson in the first unit of my curriculum- *Author's Chair*- I gave students the opportunity to practice their book presentations via filming themselves on the classroom iPads during independent time. Lloyd was the only student to miss out on this opportunity because he often had to catch up on work. I was not able to provide as much feedback as I would have liked because I was busy with other student-teaching responsibilities. The students still benefited, however, because I was able to demonstrate a few strategies for translating English into ASL and remind students to sign clearly while reading aloud their books.

Unit 1, Lesson 4: Author's Chair took place on Open House day; Bill and Margo's families were the only ones who came and had the pleasant experience of watching the students present their *All About Me* books. As a result these two students had more incentive (although Margo was initially shy) than the rest to do well on their presentations. Nevertheless, all of the students gained necessary exposure to the important skill of giving presentations and in the process, learned more about each other. Later, I realized that I could use student presentations to further emphasize the multifaceted aspects of ASL. After *Author's Chair*, I assessed students' *All About Me* books and presentations, discussed below as part of my evaluation of the curriculum goal #4.

A Deaf child's family, upbringing, and home environment play a key role in their socialization process and shapes their perception of self and others. I would have liked to communicate more directly with my students' families to gain a better sense of how, and to what degree, they foster their child's Deaf identity development, and/or Deaf awareness and attitude, as well as the use of ASL. For example, does their child interact with Deaf peers outside of school? Or, does their family engage with the local Deaf community and attend Deaf events? This would have better informed me of students' Deaf identity formation progress, particularly outside of school; in turn, I would have had more opportunities to find ways to educate their families on Deaf identity formation and provide familial support as their children become increasingly aware of their Deaf identities.

The post-curriculum implementation *Deaf Attitude and Awareness Survey* interview findings (see Table 8 in Appendix C) indicated that four students now identified as Deaf, whereas Addison still remained true to his bicultural identity of both "Deaf and hearing." Interestingly, Margo now described herself as a "little bit hearing," and I attribute this shift in identity due to her recognition of the fact that she uses ASL. Eve no longer identified as Deaf, but that's perfectly acceptable because Deaf identity formation is an ongoing process and, according to Glickman (Leigh, 2008), exists on a continuum that she will move along as ages and gains more life experiences. When asked "Are you proud to be Deaf?" four students answered, "Yes," while Margo said, "kind of," and Max said, "a little bit." Before the curriculum implementation, only two stated that they took pride in being Deaf.

All of the students except Eve could now present their own definitions of the term, ‘Deaf’ whereas previously the majority did not know or were not sure of its meaning (see Table 8 in Appendix C). Though their definitions varied and sometimes reinforced stereotypes about Deaf people (see Table 8 in Appendix C) it was a sure sign that they were putting serious thought into what the word “Deaf” means as well as the implications it had for their own identities. All but one (Lloyd) uniformly defined ASL as “sign language” (see Table 8 in Appendix C), strongly contrasting the mixed responses that they gave during the pre-curriculum implementation interviews (see Table 1 in Appendix C). Now that they had a clear understanding of what ASL is, they gave more accurate descriptions of how they communicated with their families (see Table 8 in Appendix C). Max in particular shared that he speaks Spanish with his family, an indicator that he is increasingly cognizant of his own multilingual status (ASL, Spanish, and English). Whether or not students used and enjoyed using ASL with their respective family and friends, yielded a mixed bag of responses (see Table 8 in Appendix B). Yet, the fact that that students gave different answers this time is evidence that they were thinking more deeply about the languages and communication modalities that they used to interact with others outside of school.

Goal #2

The second goal of my curriculum was met in part. Since I dropped the *Lesson 1.3: Same, Yet Different*, Deaf cultural practices were not explicitly addressed, except on one occasion when students came up with name signs for Donald and Sue in *Unit 2, Lesson 2: Deaf Donald*. Yet, students were still able to identify and discuss their own communication practices (see Table 1 in Appendix C) as well as common Deaf

communication practices in the pre-curriculum implementation *Deaf Awareness and Attitude Survey* interviews and throughout the curriculum.

Unit 2 Lesson 1: Deaf Donald was one of the more successful lessons in my curriculum. I read aloud the poem *Deaf Donald* twice, granting students the chance to first enjoy the poem and then begin to think more critically about its implications. Students related to the character of Donald, interpreted the character of Sue as someone who did not know ASL, and observed that a language barrier prevented both characters from becoming friends. I also used teacher modeling- describing the techniques (e.g., use role shifting and facial expressions) that I used to read aloud the poem- to establish expectations for students when it was their turn to act it out. By using color-coding (see Appendix B) to distinguish the roles of narrator, Donald, and Sue, I was able to break down the structure of the poem for the benefit of students and ensure that they all had the chance to act it out. Consequently, students were able to apply a few of the ASL skills that they had acquired in signer's workshop over the course of the school year: 1) use of facial expressions to denote emotion and mood; 2) use of role shifting and 3) establishing and maintaining eye contact with the other actors. Part of the lesson objective was met: we discussed several strategies that Deaf people can use to communicate effectively with non-signers or hearing people who do not know ASL (see Figure 24 in Appendix B) and then students voted for their most preferred strategy. However, the lesson is in need of a few changes.

In our discussion about Donald and Sue's language barrier, I should have asked students to share their own experiences interacting with people who do not know ASL: what strategies do they use to communicate with them? Why is communicating with

them important? It would have made a wonderful transition for the next part of the lesson: devising strategies that Donald and Sue can use to communicate effectively. However, because I forgot to ask about students' prior experiences communicating with non-singers, their engagement with this part of the lesson was limited. Consequently, Birdie and I took the lead in coming up with the communication strategies and demonstrating their use, a task that belonged to the students. I also forgot to expose students to one of the most common strategies for facilitating communication with non-signers: the use of ASL interpreters. Furthermore, I should have reminded students that they can also teach non-signers ASL, and shared my own experiences doing so with my hearing friends. We could have also discussed our bilingual status and the benefits of knowing and moving between two languages- ASL and English, though later on, clearly demonstrated awareness that they are bilingual during our discussion of ASL in *Unit 2 Lesson: Myths About Deaf People* (see Figure 27 in Appendix B). Furthermore, in this lesson, students became aware that Deaf people do have voices (see Figure 29 in Appendix B). They also interviewed a Deaf teacher who told them that she could speak on the phone. They were exposed to multiple Deaf identities, for some Deaf people (like me and Birdie) choose not to use voices, while others (like the Deaf teacher) use their voices as a tool for facilitating communication.

After I analyzed student responses in my post-curriculum *Deaf Attitude and Awareness Survey* interviews, I found that students talked more openly about what languages they use outside of school, as well as moving between languages to ease communication with others (see Table 8 in Appendix C): Max speaks Spanish with his family; Eve uses ASL, but her family talks; and Margo signs with her parents but

apparently not also with her elder brother; Lloyd acknowledged that his dad knows a little ASL; and Bill stated that although he primarily uses ASL to communicate with his family, he also practices speaking (see Table 8 in Appendix C).

For the most part, I did not adhere to my lesson plan for *Deaf Donald* as closely as I should have. Because students were able to share some of the ways that they communicate with their friends during the lesson as well as during the pre-curriculum interviews (see Table 1 in Appendix C), I should have given them the opportunity to demonstrate the ways requesting that they vote on their most preferred method from the list that we had assembled (see Figure 24 in Appendix B). Unfortunately, we ran out of time before students had the opportunity to recreate *Deaf Donald* using the communication method that students had selected. Consequently, I was not able to measure students' abilities to meet the lesson objective.

Upon reflection, this lesson should have been split into three lessons parts for this age group. The first lesson should have consisted of reading, acting out, and analyzing *Deaf Donald*; the second lesson should have focused on coming up with, discussing, and evaluating effective communication strategies that the characters of Donald and Sue could use, based on the students' own personal experiences interacting with non-signers; and the final lesson should have consisted of student recreating the poem using a method that would promotes the most effective communication between Donald and Sue. I also think that students would have benefitted from real-world application of this essential life skill- learning how to communicate with people who do not sign. One option would be to invite a group of hearing/non-signing peers from a neighboring school to visit the classroom; my students would then be able to practice communicating with them using

some of the methods they had learned about. They could reflect on this experience, as well as convey the importance of finding ways to interact with people who do not use the same language, in both ASL (making a class video on an iPad) and English (individual writing). I loved this lesson because it has so much more potential beyond what was taught and discussed, and could be utilized and applied in many different ways, depending on the age group it is used with. I would teach it again in heartbeat, provided I make the necessary modifications discussed above.

Goal #3

The third goal in my curriculum was partially met; students learned that Deaf people are not simply defined by their shared use of ASL and in fact are capable of many things. In my delivery of *Unit 2 Lesson 2: Debunking Myths*, I stuck pretty close to the original lesson plan, with one exception. Instead of covering seven myths (one per student so that each student could discuss one in the class film that we were going to make in the next lesson (*Unit 2, Lesson 3: Facts About Deaf People*) as originally intended, I selected only four to ensure that I stayed within the 45-minute time frame for the lesson (see Appendix A). Students appeared to demonstrate understanding of the terms, “myth,” and “fact,” correctly differentiating between the two words in their completion of the assessment worksheets (see Figures 32-40 in Appendix B) at the end of the lesson. I explained to students that we needed to use evidence to disprove myths, but I did not include this word in the Notebook slideshow presentation; this was a silly mistake on my part.

The myth that ASL is not a language was conceptually difficult for students (see Figures 26 and 27 in Appendix B), but during our discussion about the evidence that we

could use to disprove this myth they began to understand. The students agreed that ASL is a language because they 1) understand it, 2) use it to express themselves, and 3) it can be translated into English (see Figure 27 in Appendix B). The rest of the myths (see Figures 28 and 30 in Appendix B) featured in the lesson, however, were more ‘concrete’ (e.g., visual or tangible), better matched students’ ZPDs, and were easier to disprove. I also carefully worded these myths so that they could not be misinterpreted. For example, I opted to use the myth that Deaf people have no voices over the myth that Deaf people can’t speak (are mute) because there was no gray area to navigate; students had to either vote it as a fact or a myth.

By asking students to come up to the SMART Boards and cast votes on the statements as facts or myths, I was able to measure students’ knowledge and perception of what Deaf people can and cannot do. This task also elevated the level of student participation in this lesson; they frequently argued over who would get to cast the first vote. For the first and last myths in the lesson- ASL is not a language (see Figure 26 in Appendix C) and Deaf people can’t make music (see Figure 30 in Appendix C)-, students were not quite in a position to uncover, without any intervention on my part, evidence disproving these myths, so I was glad to have it prepared in advance.

We had only a few moments to cover each myth; in fact, I ended up cutting the fourth myth from the lesson just so students would have time to complete the assessment worksheet. I was concerned that rushing through the lesson meant students wouldn’t develop a satisfactory conceptual understanding of the overall content or be sufficiently prepared to complete the assessment worksheets. I also thought that students deserved the chance to share about their own feelings and experiences with each myth. For example, in

the process of debunking the myth that Deaf people do not have voices, students were stunned to discover that I have a voice and that I sometimes choose to use it depending on the communication demands in my interactions with people. They claimed that I was hearing, but I explained that I choose not to use my voice at school because I do not need it to sign ASL. I would have liked to engage students further on this topic because their assumption that to have a voice means that one is hearing (or not Deaf) was one that I desperately wanted to address at length.

Despite the time shortage and my concerns, the students effectively disproved all of the three myths that were covered during the lesson (see Figures 26-31 in Appendix B). Most of the 1st and 2nd graders (see Figures 35-40 in Appendix B) cited evidence in the assessment worksheets, as I had directed them to. Lloyd completed the assessment worksheet as well, but not without heavy prompting on my part. It was partially reflective of his dislike of doing student work, although he happily participated in the voting process earlier on in the lesson. He was also able to satisfy part of the lesson objective by reading aloud the myths and declaring them as facts or myths in ASL, and then circling the correct answer on paper (see Figures 32-34 in Appendix B). After the lesson, students learned that a Deaf teacher from the neighboring classroom could speak on the phone, further verifying the blatant inaccuracy of the myth that Deaf people do not have their voices (let alone use them).

There were a few setbacks in the lesson implementation, however. All of the students required support from Birdie (the classroom aide) and me while they completed the worksheets; however, I had very little time to confer with each student, gauge their knowledge of the content, and give them feedback on their writing. Perhaps I did not do

enough to check students' understanding throughout the lesson, or I was not quite clear enough in my explanation of how to complete the assessment worksheet, or both. Next time, I would walk students through the task at a slower pace and specifically show the 1st/2nd/graders an example of how to write a sentence citing evidence.

Regardless of these minor setbacks, all students successfully showed that 1) they understood the difference between facts and myths; 2) evidence is needed to disprove myths or prove facts; 3) ASL is a language in its own right; 4) Deaf people indeed have voices but whether or not they use it is their own personal choice; and 5) Deaf people are fully capable of making music (see Figures 26-31 in Appendix B). Most importantly, all of the students learned that they can use their voices and speak, and still maintain a Deaf identity. I do not wish to speculate too much, but I suspect that this lesson played a pivotal role in Margo's identification of herself as "a little bit Deaf, but hearing," in the post-curriculum interview (see Table 8 in Appendix C). However, their Deaf identities will emerge over time with more world experiences and interactions with the Deaf community.

Since the shortage of time was a recurring theme throughout the lesson, I think there are many advantages to splitting it into two separate lessons. In the first lesson, we would discuss general facts and myths (preferably ones that students are familiar with) and work together a class to brainstorm in ASL evidence, after which I would guide them through the writing process. This would better prepare students for the second lesson that would focus exclusively on myths about Deaf people, and this time around, hopefully we would be able to cover more than just three or four myths, and we would use more than just one piece and type of evidence to disprove them. Students then, would have more

options for debunking the myths in the assessment worksheets. That students know Deaf people are capable of virtually anything is critical to my curriculum goal of empowering them so that they can in turn, empower their Deaf peers and educate those who know very little about this minority group. I certainly will reteach this lesson in my own classroom one day.

Goal #4

This curriculum goal was met, but not to the fullest extent in terms of students' writing potential. I rated students' *All About Me* books using the *6 Trait Assessment for Beginning Writers* (see Tables 3, 5, and 7 in Appendix C), it did not inform me of the progress that students had made in their writing development, only their current writing level. I had not gauged students' writing skills prior to the curriculum implementation. In fact, Phoebe, my CT, reported that the quality of the 1st and 2nd students' writing for the *All About Me* books fell below expectations. She explained that the 1st graders were fully capable of writing a single paragraph and that the 2nd graders could write two. This also meant that the 1st and 2nd grade students' writing for *Unit 2, Lesson 2: Debunking Myths* was likely not best reflection of their writing capabilities. I was not proactive enough in gauging and collecting evidence of students' writing levels, and using this data to guide writing instruction across the curriculum. I should have asked for samples of the student's writing to rate using the *6-Trait Assessment for Beginning Writers* before implementing the curriculum so that I would have a baseline for measuring student's overall writing development at the end. Still, writing development is a long-term process and is difficult to assess within such a short time period. Under the circumstances, the students did well.

Even though the quality of students' writing did not meet the expected standards, within the context of this curriculum and the lessons taught, they always used vocabulary appropriately in their writing, as shown in their *All About Me Books* (see Figures 1- 22 in Appendix B) and *Unit 2, Lesson 2: Debunking Myths* assessment worksheets (see Figures 32-40 in Appendix B). The students also used academic language in their writing. Some students named the type of home they lived in (see Figures 5 and 12 in Appendix B), as instructed during the overlapping unit on types and features of homes. All of the students categorized each statement about Deaf people as a "fact" or "myth" in their assessment worksheets for *Unit 2, Lesson 2: Debunking Myths* (see Figures 32-40). Some of the 1st and 2nd graders also presented evidence in writing to defend their answers (see Figures 36-40 in Appendix B). This granted all of the students essential experience with expository writing and the practice of using evidence to support reasoning. The latter is a skill emphasized in the recently adopted Common Core State Standards for English Language Arts.

All of the students consistently approached me with questions about ideas for specific writing topics or how to spell certain words. They frequented the English word wall during our writing sessions to check the spelling of various words. These are indicators that they gave thought to the requirements for their writing tasks. Phoebe also told me that when she administered an end-of-the-school-year writing assessment, she observed an increase in the student's overall use of adjectives in their writing, and credited me for it, as students had used adjectives to describe themselves in their *All About Me* books and to form different groups in *Unit 1 Lesson 2: Find Someone Who...*

I never quite got a handle on how to establish writing expectations across three grade levels, and nor did I ever have enough time to conference with each student during writing sessions. One good solution for this would be to group the students by grade level and teach each group a mini-lesson on writing expectations, while the others work on their book covers during *Unit 1 Lesson 1: All About Me*. Each grade level could make their own *Good Writing Looks Like This...* checklist, using it to monitor and assess their own writing throughout the unit. Additionally, students could use it to review and give feedback on each other's own writing during. Alternatively, Phoebe also suggested her own approach to writing instruction: Including a short list of required tasks in all of the writing assignments to make students accountable for their own work. This would have worked best within the short time frame that I had for the *All About Me* lessons.

Furthermore, I was not always consistent in using pictures to accompany words, phrases, or sentences, in all of my Notebook slideshow presentations; I would pay more attention to this next time. Overall, I could have done a better job of establishing and maintaining writing expectations, as well as keeping track of student's writing development over time; this certainly is a lesson learned for me.

It was not easy to measure the students' ASL development over the course of the curriculum implementation. I always taught ASL vocabulary using the 'chaining' technique; checked students' understanding of the lesson content or task in ASL; demonstrated multiple signs for various words (e.g., the word, love, has more than one sign in ASL); modeled brainstorming ideas in ASL and encouraged students to do the same; and pointed out the differences between ASL and English whenever I had the opportunity. Consequently, students always used vocabulary appropriately in all of our

class discussions. They used the language function of comparing and contrasting in *Unit 1, Lesson 2* when they grouped themselves in particular categories. They classified statements about Deaf people as “facts,” or “myths,” and provided evidence to defend their answers during *Unit 2, Lesson 2: Myths About Deaf People*. They were also consistent in keeping apprised of the words they did not know across various lessons (e.g., *Unit 1 Lessons 1.1 and 1.2: All About Me*; and *Unit 2: Lesson 1: Deaf Donald*).

I rated all of the students’ *All About Me* book presentations using a rubric that I created (see Tables 2, 4, and 6 in Appendix C). This rubric addressed the basic components of a presentation, including posture and eye contact; presentation of content; and enthusiasm. In order to assess students’ use of ASL, I added the categories of ASL clarity and English-to-ASL translation.

Despite that nearly all of the students practiced their book read alouds at least once on the classroom iPads, I had no time to review their videos and provide detailed feedback; I would make this a higher priority next time. Indeed, the scores confirmed that that all of the students needed a mini-lesson on the elements of a good presentation as well as additional practice reading aloud their *All About Me* books because 1) they did not always make eye contact or engage the interest of the audience (enthusiasm category) as a result of frequently looking down at their books before signing; and 2) although I was very flexible in scoring their English-to-ASL, focusing more on the content itself, most of the students signed word for word. I also observed that several students struggled to read their own English print, indicating that legibility needs to be addressed during writing.

I elected not to use an ASL wall for my curriculum implementation because of time constraints. Upon reflection, I realize the ASL wall would have benefitted the students because there was a representation of English via an English word wall. Thus, ASL in its own right should have been represented, too. To only have the English Word Wall sends a message that ASL is inferior to English. To have both languages represented in the classroom would have further reinforced that ASL is a language that is equal to English. Additionally, I wish that I had taken better advantage of the classroom iPads. I could have used an iPad to create an ASL dictionary to accompany the ASL wall because it would demonstrate the many facets of ASL. This is definitely something that I would like to try in my future classroom.

The Deaf Attitude and Awareness Survey

I owe all credit to my sister, also a teacher of the Deaf, for planting in my head the idea of administering survey before and after the curriculum implementation. She gave me a copy of a *Deaf Attitude* survey that she administers to her own fifth grade students annually. I modified some of the original questions, added some of my own, and added the category of *Deaf Awareness*, tailoring the survey to best fit the needs of my curriculum.

The *Deaf Awareness and Attitude Survey* provided me with a wealth of data about the students' overall Deaf identity formation that confirmed the effectiveness of my curriculum. Although I used the pre-curriculum implementation survey findings to inform and guide instruction (e.g., shifting the focus of *Unit 1: Find Someone Who...* from Deaf identity to ASL) some of the time, I never took the time to closely analyze its implications about the students' Deaf awareness and attitudes. If I had done so, I might

have decided to teach *Unit 1: Same, Yet Different*, despite my reservations about highlighting stereotypes (or even myths) about Deaf people.

Some of the flaws in the survey design need to be addressed before I think about using it again in the future. The sequence of the questions in the *Deaf Awareness* survey needs to be reordered. It does not make sense to ask a respondent whether or not they identify as Deaf and use ASL before gauging what they know about either topic. The questions about learning or teaching others about ‘All things Deaf’ needs to be omitted because they were ‘loaded’ questions and I had a hard time conveying their meaning to students. Finally, by creating a separate survey for families to complete, I could check the validity of student responses about language use at home and with peers.

I also need to change my approach to administering the survey via interviews. I was not always consistent in how I translated the questions into ASL. I also did my best to moderate my facial expressions when posing questions so that my influence and/or impact on student responses would be minimized; however, there is no way to truly confirm the effectiveness of this strategy. Both issues could be solved with the creation of a video in which I deliver the survey questions. Thus, the reliability and validity of the survey findings (pre-and-post curriculum implementation) would be augmented.

X. Conclusion

Even though all the lessons and maybe the sequence was not exactly as it should have been, the curriculum goals were met, and there is evidence that with more time they would have been more fully met. The students made progress in their learning and benefitted in ways that I did not expect. They appeared to enjoy having opportunities to examine, describe, and share about themselves and their families; this heightened their awareness that people are similar and different in many different ways. Even though we never explicitly addressed Deaf cultural practices, students were exposed to and identified some of the communication practices that Deaf people use to interact with non-signers. They began to realize that they have a Deaf identity because they a) use ASL, the language of the Deaf community b) are bilingual in ASL-and English (in Max's case, trilingual); c) know how to employ communication methods across diverse social contexts. Towards the end of the curriculum implementation, students' image of the typical Deaf person was challenged when they worked together to debunk myths about Deaf people. In particular, the myth that Deaf people do not have voices disrupted their black-and white notions that 'signing means you're Deaf' and 'talking means that you're hearing.'

The curriculum implementation process did not match my original vision due to various factors. My responsibilities as a student teacher made it difficult to find the time and energy to commit to this curriculum and implement it to the best of my ability. In fact, I was so committed to student teaching- a very immersive experience that made me fall in love with teaching all over again- that I slightly neglected the implementation of my curriculum. It was my first time teaching at a school for the Deaf and in a classroom

where the ASL-English bilingual approach to the education of Deaf children is practiced to the fullest extent, and so I became engaged in learning everything that I possibly could from Phoebe, my CT. Though I was able to integrate part of the first unit into the classroom curriculum, most of the content was taught whenever I had bits of time.

The most important thing that I learned is that Deaf identity could be promoted through discussions and lessons that encourage students to self-evaluate their ideas about being Deaf. Identity development is a very personal process that unfolds over time with the accumulation of experiences across different contexts. To compress such a complex and complicated concept and process into a curriculum reflects some naivety on my part.

Nevertheless, I realized that I made a difference. I had a favorable impact on Students' Deaf awareness and attitude in different ways, for these are the stepping-stones for positive Deaf identity development. In the future, I will take advantage of 'teachable moments' in the classroom (e.g., teaching students that to speak without signing is not fair to those who do not use their voices), and provide students with opportunities to explore, discuss, and understand their own developing Deaf identities in both academic and social contexts, over the course of the school year; and turn, student should guide me through this process (rather than vice versa) so that I can better accommodate their learning pace, needs and preferences. One way to achieve this is to incorporate Deaf culture studies and ASL literature into the classroom curriculum.

This experience also further confirmed what I already knew: that students' families play a critical role in their overall identity development. If students are to develop positive Deaf awareness and attitude, families must also be included in this process, no matter what. Yet, engaging families is quite the challenging task, as I have

experienced time and time again. To this day, I am still working out how to better engage families in their child's academic and social development; I am absolutely certain that my curriculum would have fared better if my students' families were more directly involved in the process. Students would then become empowered both at school and at home to explore their Deaf identities and enjoy the process while also respecting and accepting that it is different for everyone.

I also learned that I did not emphasize ASL-English bilingual development as much as I should have in my curriculum, nor develop very effective measures of students' developmental progress in both languages. I did not put enough effort into collecting resources and/or using strategies that would allow me to effectively gauge student's overall language development. Surely, being bilingual (or multilingual) is a critical component of the 'Deaf experience.' Students should have more chances to not only study and use both languages, but also to examine the value and role that ASL and English have in their lives.

This curriculum implementation process also alerted me to my own relative inexperience with the topic of Deaf identity. It inspired me to devote my energy to learning more about Deaf culture as well as ASL literature and becoming more proactive in the Deaf community, so that I am better equipped to encourage positive Deaf awareness and attitude among students, ultimately fostering their Deaf identity formation. For all of the setbacks that occurred, errors that I made, and challenges that I faced, I still would not change this experience at all.

Appendix A
Curriculum Lessons

**FOSTERING DEAF IDENTITY
DEVELOPMENT
IN A K-2 DEAF CLASSROOM**

By Courtney Hipskind

A Note for Teachers:

Before implementing the curriculum,

1) Distribute copies of the family letter for students to take home. It letter describes the curriculum, lesson plans, and homework assignments.

2) Administer the *Deaf Awareness and Attitude Survey* to students before and after the curriculum implementation. Modify, add, or eliminate questions as needed. Either have students complete it themselves or administer it via interviews (suggestion: film the interviews to ensure the accuracy of your interpretation of student responses).

* *Note:* Using this survey is entirely optional.

3) Review the *Lesson Plan Guide* to familiarize yourself with the lesson plan format.

Family Letter

Date

Your name

School address

Email address

Hello families,

Here, I am seizing a chance to fill this need. All Deaf children deserve to have opportunities to explore and examine ‘the Deaf experience,’ i.e., what it means to be Deaf and a member of a cultural group (Deaf community). Without question, Raye’s classroom is a ‘safe space’ where Deaf students can engage in this kind of work.

My curriculum is titled, “Fostering Positive Deaf Identity Development in a K-2 Deaf Classroom,” and the goals are:

- Students will create “All About Me” books to establish an understanding that although they are different from each other in many ways, they share one thing in common: a Deaf identity.
- Students will identify Deaf cultural and communication practices to become increasingly aware of what it means to have a Deaf identity.
- Students will make a film that positively and accurately portrays who Deaf people are and what they can do, to empower themselves and other Deaf individuals.
- Students will gain more expertise in their use of conversational and academic language in ASL and English.

Since you are equal partners in your child’s education, you will play a vital role in the curriculum implementation. For several of the homework assignments, students will be asked to interview you to learn more about their family. Other times, they will simply benefit from your guidance and support as they complete the assignments. I have attached two documents for you to read: 1) the curriculum ‘table of contents,’ which consists of brief lesson descriptions and 2) an outline of the homework assignments.

Please feel free to contact me regarding any questions, concerns, or any information you might want to share about your child or this curriculum.

Thank you for your participation!

Name signature

Curriculum Table of Contents

- Unit 1 Lessons:
 - **1.1: All About Me**
 - Students will create an autobiographical book to show who they are and what makes them unique.
 - **1.2: “Find Someone Who...”Game**
 - This is an activity in which students will discover similarities and differences among themselves and others, as well as become aware that they all share being Deaf in common.
 - **1.3: Same, Yet Different**
 - Students will use a Venn diagram to name the ways that Deaf and ‘not Deaf’ people are the same and different.
 - **1.4: Author’s Chair**
 - Students will present their own All About Me books, critique each other’s presentations, and then participate in a class discussion to share what they learned.
- Unit 2 Lessons:
 - **2.1: Deaf Donald**
 - Students will recreate the poem *Deaf Donald* by Shel Silverstein to promote effective communication between the two characters.
 - **2.2: Debunking Myths**
 - Students will discuss and disprove myths about Deaf people.
 - **2.3: Facts About Deaf People**
 - Students will create a short movie about Deaf people that serves to dismantle the enduring myths about this cultural group.
 - **2.4: Movie Screening**
 - Students will watch and review the film that they made.

**Note: All lessons are subject to change during curriculum implementation.*

Unit 1 Homework Assignments

- **Assignment #1:**
 - Student will color and decorate the title/cover page of their “All About Me” book.
- **Assignment #2:**
 - Student will draw a picture of their home and identify what type of home it is.
- **Assignment #3:**
 - Student will create a family portrait (via illustration or photograph) **or** a family tree and identify all members.
- **Assignment #4:**
 - Student will interview family members about a special family tradition and then write about it.
- **Assignment #5:**
 - Student will write about a cherished family treasure. They may choose to bring the treasure to school and share it during Morning Meeting.
- **Assignment #6:**
 - Student will interview family members to identify who is ‘Deaf’ or ‘not Deaf’ and to name the languages (e.g., ASL and English) that are used at home.

**Note: All assignments are subject to change during curriculum implementation.*

Deaf Awareness & Attitude Survey

Name of student: _____ Date: _____

Deaf Awareness				
	Yes	No	Maybe/ Don't Know /Unsure	Extended responses/Comments
Are you Deaf?				
<ul style="list-style-type: none"> Do you have Deaf family members? Who are they? <i>*Record response in final column (Extended Responses/Comments)</i>				
Are all people Deaf? <i>* Optional: Ask respondent to explain rationale for Y/N answer & record response in final column</i>				
<ul style="list-style-type: none"> Do you know what the term, "Deaf" means? Please explain. <i>*Record response in final column</i>				
What is ASL? (or what does ASL stand for?) <i>*Record response in final column</i>				
Do you use ASL with your family at home?				
Do you use ASL with your friends outside of school?				
Do all people use ASL?				
Deaf Attitude				
Are you proud to be Deaf?				
Do you like using ASL?				
Do you like using ASL in				

front of your family?				
Do you like using ASL in front of your friends (outside of school)?				
Do you want to learn about 'all things Deaf'? <i>*Optional: Ask respondent to explain rationale for Y/N answer & record response in final column</i>				
Do you want to teach others about 'all things Deaf'? <i>* Optional: Ask respondent to explain rationale for Y/N answer & record response in final column</i>				

Lesson Plan Guide:

UNIT AND LESSON NUMBER: NAME OF LESSON



Brief Overview:

Description of lesson.

Content Objective(s):

What students will learn during the lesson.

Language Objective(s):

The academic language functions and skills that students will need to master in order to fully participate in the lesson and meet the content objective.

CCCS ELA:

☆ Learning goals that outline what a 1st grade student should know and be able to do at the end of the school year.

ASL-ENGLISH BILINGUAL EDUCATION PRACTICES:

☛ Use of the ASL 'chaining' technique for vocabulary instruction:

After pointing to the sign and word on the ASL and English walls, *show sign + fingerspell word + show sign. *

☛ Modeling a drawing/writing task:

- | | |
|---|--------------------------------------|
| 1) Tell in ASL what the illustration will be. | 4) Write sentence. |
| 2) Draw picture and label in ASL. | 5) Translate sentence back into ASL. |
| 3) Tell in ASL what the sentence will be. | |

MATERIALS:

- ★ List of materials that are to be utilized during the lesson.

PREPARATION:

- ✦ Description of how to prepare the materials and learning environment for lesson implementation.

IMPLEMENTATION:

ENGAGEMENT:

- ① Strategies or activities for engaging students' attention or active participation in the lesson.

PROCEDURE:

- ① Step-by-step description of the lesson implementation.
 - 👉 **Check for understanding:** *Examples of how to gauge students' comprehension of the lesson during its implementation.*
 - 👉 **Provide Feedback:** *Examples of how to provide feedback to students during the lesson implementation.*

CLOSURE:

- ① Description of how to wrap up the lesson.

ASSESSMENT:

Evidence demonstrating that the students have met the content and language objectives.

MODIFICATIONS:

A guideline for selecting writing tasks that are tailored to students' writing abilities:

- + *Beginning:* Student can draw a picture and label it.
- ◆ *Intermediate:* Student can fill in a sentence blank.
- ★ *Advanced:* Student can write their own sentence.
- ★ *Expert:* Student can write their own sentence that also explains why,

Curriculum Table of Contents

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 - **2.2: Debunking Myths**
 - Students will discuss and disprove myths about Deaf people.
 - **2.3: Facts About Deaf People**
 - Students will create a short movie about Deaf people that serves to dismantle the enduring myths about this cultural group.
 - **2.4: Movie Screening**
 - Students will watch and review the film that they made.



I.I: ALL ABOUT ME



Brief Overview:

Students will create an autobiographical book to show who they are and what makes them unique.

Content Objective(s):

Students will create the first three pages of their autobiographical books.

Language Objective(s):

- 1) Provided prompting and support, students will brainstorm in ASL, their favorite color, food, animal, and toy and then illustrate a picture of each.
- 2) Given nouns and English sentence frames, students will write a word or sentence about each of their illustrations.

CCCS ELA:

- ☆ SL.1.1: Participate in collaborative conversations about a topic with peers and adults in a large group.
- ☆ SL.1.1b: Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- ☆ SL.1.1c: Ask questions to clear up any confusion about the topic under discussion.
- ☆ L.1.1a: Print all upper- and lowercase letters.
- ☆ L.1.1d: Use personal and possessive pronouns.

ASL-ENGLISH BILINGUAL EDUCATION PRACTICES:

☛ Use of the ASL 'chaining' technique for vocabulary instruction:

After pointing to the sign and word on the ASL and English walls, *show sign + fingerspell word + show sign. *

☛ Modeling a drawing/writing task:

- 1) Tell in ASL what the illustration will be.
- 2) Draw picture and label in ASL.
- 3) Tell in ASL what the sentence will be.
- 4) Write sentence.
- 5) Translate sentence back into ASL.

MATERIALS:

- ★ Box and lid, large enough to fit a mirror inside
- ★ Mirror
- ★ Wrapping paper
- ★ Markers, crayons, or colored pencils
- ★ Folders (for storing students' work)
- ★ "All About Me" book covers
- ★ "All About Me" pages 1 and 2
- ★ English vocabulary flashcards
- ★ ASL vocabulary flashcards
- ★ Family letter
- ★ Picture books for students to use as visual aids (*optional*)
- ★ Magazines and/or newspapers for cutting out photos (*optional*)

PREPARATION:

- ✧ After wrapping the box and lid, draw question marks on the outside and then place the mirror inside.
- ✧ Label each folder as follows: Name, Age and Grade Level.
- ✧ Post the English vocabulary flashcards on the English wall.
- ✧ Post the ASL vocabulary flashcards on the ASL wall.
- ✧ Refer to the Modifications section for selecting the most appropriate page format for each student.
- ✧ Pre-make examples of pages 1 and 2 (*optional*)
- ✧ If students are granted the option of cutting out photos for their books, skim through the magazines and/or newspapers to ensure that they are age-appropriate.

IMPLEMENTATION:

ENGAGEMENT:

- ① Ask students to guess what is inside the box. Explain that everyone will see something different. Before each student looks inside the box, tell the whole class not to share what they see—to keep it a secret. Once every student has had a turn, ask the whole class to reveal what they saw.

- ② Tell students that they will be creating a book about themselves to share with the whole class. Show the cover page of the book and ask students to read aloud the title: “All About Me.” Then point to the word and the sign for “unique” on the English and ASL walls. Generate ideas about what this word means with the whole class. Explain that it means ‘one of a kind’ and unlike anything else. Use the ‘chaining’ technique to demonstrate how to spell and sign the word; have students do the same. After students understand the English word and ASL sign for “unique,” ask them what is unique about themselves or a friend. Share your own example as a prompt for student responses. Reveal that making the “All About Me” book is an opportunity to share what makes themselves unique.

PROCEDURE:

- ① Provide each student with their own folder and then ask them to write their name, age, and grade level. Explain that they will keep the pages of their books in their folders.
- ② Tell students they will create the first page of their book, pointing to the page number. Distribute copies of page 1 (self-portrait) and ask students to draw a picture of what they saw inside the box earlier— themselves. Model illustrating a self-portrait, describing what you are doing.

👉 **Check for understanding:** *Have students tell what they were asked to do. If they are unsure, repeat the instructions and example.*

- ③ Distribute the markers, crayons, or colored pencils. Permit students to use the mirror as a reference for the self-portrait, reminding them to share it with each other. Give students about 5-10 minutes to complete the self-portrait.

👉 **Provide Feedback:** *While students work, circulate and confer with students.*

👉 *Use reinforcing language to describe what students are doing well in terms of attitude (e.g., staying on task), strategy use (e.g., looking in the mirror before drawing), and the quality of their work (e.g., including an interesting detail). Ask open-ended questions to spark deeper thinking in students (e.g., “how do you feel about your picture so far?”).*

☞ *Positive corrective feedback on student writing may include: 1) pointing out the error or error pattern via recasting; 2) identifying an effective strategy to correct the error, and 3) walking the student through the strategy execution.*

④ Once students finish their self-portraits, flash the lights to get their attention. Tell them to put the page in their folders and set aside their drawing/writing materials for the moment. Explain that they will return to the page another time.

⑤ Display a copy of page 2 (*Intermediate format*) and with your finger, underline the sentence frame, "I love to _____." Ask students to read it aloud, providing guidance if necessary. Explain that they will first draw a picture and then write a word or sentence about something that they love to do. Model the task with your own example of an activity you love, drawing a picture and completing the sentence frame. It may be helpful to select an activity that students are familiar with.

☞ **Check for understanding:** *Have students tell what they were asked to do. If they are unsure, repeat the instructions and example.*

⑥ Distribute page 2 to students and give them 10-15 minutes to complete it.
☞ **Optional:** *Students may want to use pictures, visual aids, or books available in the classroom for ideas, writing, or to use as references for their illustrations.*

☞ **Provide Feedback:** *While students work, circulate and confer with students.*

☞ *Use reinforcing language to describe what students are doing well in terms of attitude (e.g., staying on task), strategy use (e.g., looking in the mirror before drawing), and the quality of their work (e.g., including an interesting detail). Ask open-ended questions to spark deeper thinking in students (e.g., "how do you feel about your picture so far?").*

☞ *Positive corrective feedback on student writing may include: 1) pointing out the error or error pattern via recasting; 2) identifying an effective strategy to correct the error, and 3) walking the student through the strategy execution.*

CLOSURE:

❶ When students are done, flash the lights to get their attention. Tell them to

put their page in their folders, which you will then gather and set aside. Ask students to recall the purpose of making a book about themselves. Refer to the book title, “All About Me,” as well the vocabulary word, “unique” on the English and ASL walls in order to tap prior knowledge. Then ask students to name the topics (e.g., ““Something that I love to do”) for each of the pages that they made during this lesson.



Homework assignment: Tell students that their homework will be to color and decorate the title page of their books. If you made an example before the lesson, show it to the class. Then share the family letter and tell students that their families need to read it so that they know 1) what students are doing at school and expected to do for homework and 2) how they can assist students with their ‘All About Me’ books throughout the unit. Their families will sign a note stating that they have read the letter. Students will return this note, along with the finished book cover, on the given due date. Finally, pass out copies of the “All About Me” book cover and the parent letter for students to take home.



Suggestion: If students’ families have Internet access and an email

create a video explaining the All About Me book project and demonstrating the ASL signs for the vocabulary taught in the lesson (e.g., “unique”) This may be a suitable alternative to sending a family letter home with students.

ASSESSMENT:

Students 1) follow all directions as measured by teacher observation and
2) complete pages 1 and 2 for their “All About Me” books.

MODIFICATIONS:

Use the following as a guideline to determine the book page(s) that best match students' writing abilities:

- + *Beginning:* Student can draw a picture and label it.
- ◆ *Intermediate:* Student can fill in a sentence blank (e.g., My favorite color is _____).
- ★ *Advanced:* Student can write their own sentence.
- ★ *Expert:* Student can write their own sentence that also explains why (e.g., "My favorite _____ is _____ because _____").

All About Me

Author: _____

Age: _____

Grade: _____

Self-Portrait

✦ Something That I Love to Do

◆ Something That I Love to Do

I love to

★ Something That I Love to Do

[illegible]

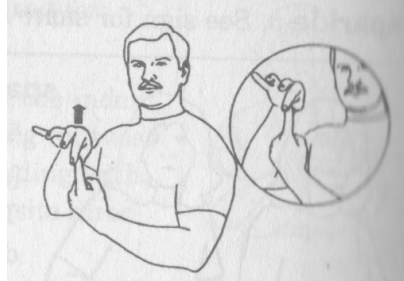
★ Something That I Love to Do

[illegible]

1.1 English Vocabulary

unique

1.1 ASL Vocabulary



*Photographs of ASL signs retrieved from:

Costello, Elaine. (1994). *Random House Webster's American Sign Language Dictionary*. New York, NY: Random House Inc.

I.I.2: ALL ABOUT ME



Brief Overview:

Students will create an autobiographical book to show who they are and what makes them unique.

Content Objective(s):

Students will create two more pages for their autobiographical books.

Language Objective(s):

1) Provided prompting and support, students will brainstorm in ASL, what they love to do and what they want to learn, and then illustrate pictures for each.

2) Given verbs and English sentence frames, students will write a word or sentence about each of their illustrations.

CCCS ELA:

- ☆ SL.1.1: Participate in collaborative conversations about a topic with peers and adults in a large group.
- ☆ SL.1.1b: Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- ☆ SL.1.1c: Ask questions to clear up any confusion about the topic under discussion.
- ☆ L.1.1a: Print all upper- and lowercase letters.
- ☆ L1.1d: Use personal and possessive pronouns.

ASL-ENGLISH BILINGUAL EDUCATION PRACTICES:

☛ Use of the ASL 'chaining' technique for vocabulary instruction:

After pointing to the sign and word on the ASL and English walls, *show sign + fingerspell word + show sign. *

☛ Modeling a drawing/writing task:

- | | |
|---|--------------------------------------|
| 1) Tell in ASL what the illustration will be. | 4) Write sentence. |
| 2) Draw picture and label in ASL. | 5) Translate sentence back into ASL. |
| 3) Tell in ASL what the sentence will be. | |

MATERIALS:

- ★ Students' work folders
- ★ All About Me pages 3, 4, and 5
- ★ Markers, crayons, or colored pencils
- ★ English vocabulary flashcards
- ★ ASL vocabulary flashcards
- ★ Picture of a house, and an apartment (*optional*: more types of homes).
- ★ Picture books for students to use as visual aids (*optional*)
- ★ Magazines and/or newspapers for cutting out photos (*optional*)

PREPARATION:

- ✧ Post the English vocabulary flashcards on the English wall.
- ✧ Post the ASL vocabulary flashcards on the ASL wall.
- ✧ Refer to the Modifications section for selecting the most appropriate page format for each student.
- ✧ Pre-make examples of pages 3, 4, and 5 (*optional*)
- ✧ If students are granted the option of cutting out photos for their books, skim through the magazines and/or newspapers to ensure that they are age-appropriate.

☑ Homework

Before implementing this lesson, ascertain that all students returned the note and completed the homework assignment given at the end of lesson 1.1: coloring and decorating the "All About Me" book cover. Collect the covers and put them in students' folders (or have them do it themselves).

IMPLEMENTATION:

ENGAGEMENT:

- ❶ Tell students that they will continue working on their "All About Me" books. Ask them to recall what they drew and wrote about during the last lesson. Then explain that the focus of today's lesson will be their

interests—things that they enjoy doing or are curious about.

PROCEDURE:

- ❶ Before distributing page 3 (“My Favorites”), ask students what page number they will work on next (the answer is 3). Display a copy of page 3 (*Intermediate format*) and with your finger, underline its title, “My Favorites”. Ask students to read it aloud and tell what it means. If students do not know, point to the word and the sign for “favorite” on the English and ASL walls. Explain that the word refers to something that you love best. Use the ‘chaining’ technique to demonstrate how to spell and sign the word; have students do the same. Then go over each square (color, food, animal, and toy) with them. Explain that students will first draw a picture and then write a word or sentence about it. Model the task using your own examples, drawing a picture and completing the sentence frame for each square. Think of it as an opportunity for students to get to know you better.

👉 ***Check for understanding:*** Have students tell what they were asked to do. If they are unsure, repeat the instructions and example.

- ❷ Pass out students’ folders, copies of page 3, and the drawing/writing materials. Or choose student volunteers to do it. Give students about 5-10 minutes to complete the task.

⇒ ***Optional:*** Students may want to use pictures, visual aids, or books available in the classroom for ideas, writing, or to use as references for their illustrations.

👋 ***Provide Feedback:*** While students work, circulate and confer with students.

👉 Use reinforcing language to describe what students are doing well in terms of attitude (e.g., staying on task), strategy use (e.g., looking in the mirror before drawing), and the quality of their work (e.g., including an interesting detail). Ask open-ended questions to spark deeper thinking in students (e.g., “how do you feel about your picture so far?”).


👉 Positive corrective feedback on student writing may include: 1) pointing out the error or error pattern via recasting; 2) identifying an effective strategy to correct the error, and 3) walking the student through the

strategy execution.

- ③ Once students finish page 3, flash the lights to get their attention. Tell them to put the page in their folders and set aside their drawing/writing materials for the moment.
- ④ Display a copy of page 4 (*Intermediate format*) and repeat step 1, this time sharing an example of a skill you want to learn. Then repeat step 2.

CLOSURE:

- ① When students are done, flash the lights to get their attention. Tell them to put their page in their folders, which you will then gather and set aside.

 **Homework assignment:** Tell students that their homework is to create another page (5) for their books:

Display page 5 (*Intermediate format*) and with your finger, underline the sentence frame, “My home is a _____.” Ask students to read it aloud, providing guidance if necessary. After asking them what a home is, point to the word and the sign for “home” on the English and ASL walls. Use the ‘chaining’ technique to demonstrate how to spell and sign the word; have students do the same. Generate ideas about what a home is—a place to live—as well as types of homes. Narrow the focus to “house and “apartment.” Point to both words on the English and ASL walls and then share the example pictures. Once again, use the ‘chaining’ technique to model how to spell and sign both words; have students do the same. Guide students in briefly telling what is the difference between both types of homes. Explain that they will illustrate (or alternatively paste a photo) a picture of their home and write a sentence telling what type of home it is. Demonstrate the task or if you made an example beforehand, share it. Then pass out page 2 for students to work on at home.

ASSESSMENT:

Students 1) follow all directions as measured by teacher observation and 2) complete pages 3, 4, and 5 for their “All About Me” books.

MODIFICATIONS:

Use the following as a guideline to determine the book page(s) that best match students' writing abilities:

- + *Beginning:* Student can draw a picture and label it.
- ◆ *Intermediate:* Student can fill in a sentence blank (e.g., My favorite color is _____).
- ★ *Advanced:* Student can write their own sentence.
- ★ *Expert:* Student can write their own sentence that also explains why (e.g., "My favorite _____ is _____ because _____").

★ My Favorites

<div>Color</div>	<div>Food</div>
<div>Animal</div>	<div>Toy</div>

★ My Favorites

Color

My favorite color is

_____.

Food

My favorite food is

_____.

Animal

My favorite animal is

_____.

Toy

My favorite toy is

_____.

★ My Favorites

<div>Color</div> <hr/> <hr/> <hr/>	<div>Food</div> <hr/> <hr/> <hr/>
<div>Animal</div> <hr/> <hr/> <hr/>	<div>Toy</div> <hr/> <hr/> <hr/>

★ My Favorites

<div>Color</div> <div></div> <div></div> <div></div> <div></div> <div></div>	<div>Food</div> <div></div> <div></div> <div></div> <div></div> <div></div>
<div>Animal</div> <div></div> <div></div> <div></div> <div></div> <div></div>	<div>Toy</div> <div></div> <div></div> <div></div> <div></div> <div></div>

✦ Something That I Want to Learn

◆ Something That I Want to Learn

I want to learn _____

.

★ Something That I Want to Learn

[illegible]

★ Something That I Want to Learn

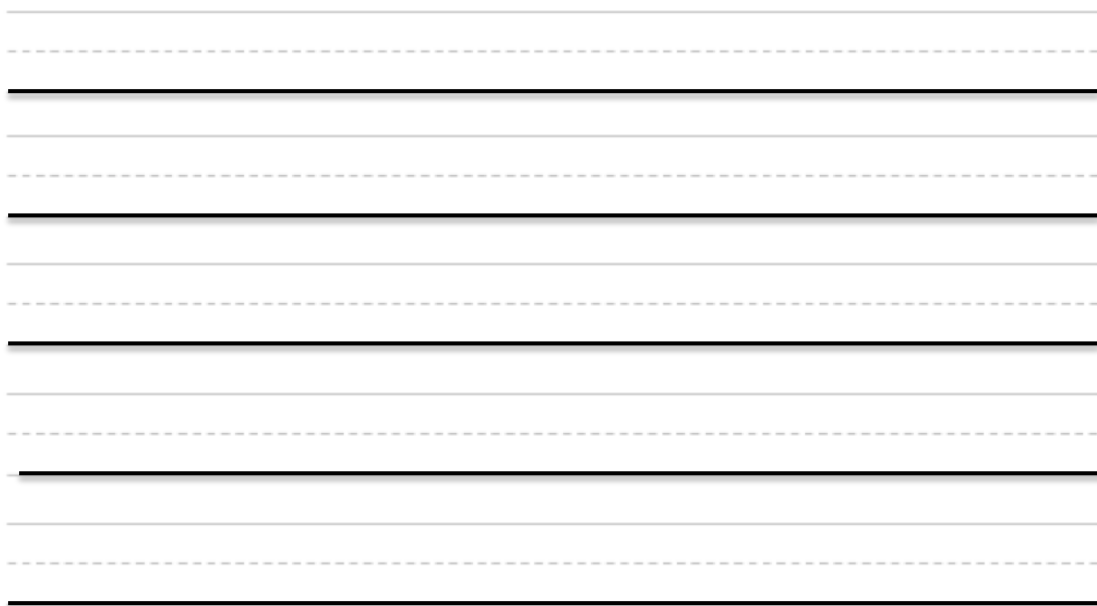
[illegible]

✦ This is My Home

◆ This is my Home

My home is a _____.

★ This is My Home



Handwriting practice lines consisting of five sets of horizontal lines. Each set includes a solid top line, a dashed middle line, and a solid bottom line, providing a guide for letter height and placement.

★ This is My Home

Handwriting practice lines consisting of five sets of three horizontal lines (top solid, middle dashed, bottom solid) for writing practice.

1.1.2 English Vocabulary

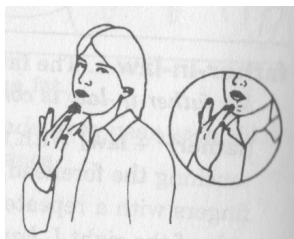
favorite

home

house

apartment

1.1.2 ASL Vocabulary



*Photographs of ASL signs retrieved from:

Costello, Elaine. (1994). *Random House Webster's American Sign Language Dictionary*. New York, NY: Random House Inc.

1.2: FIND SOMEONE WHO...



Brief Overview:

“Find someone who...” is an activity in which students will discover similarities and differences among themselves and others, as well as become aware that they all share in the ‘Deaf experience.’

Content Objective(s):

Students will 1) identify what is the same and different among themselves and others and 2) recognize that they share being Deaf in common.

Language Objective(s):

Provided prompting and support, students will 1) identify in ASL aspects of sameness and differentness and 2) name identity markers associated with being Deaf.

2) Given teacher modeling, students will write the sentence, “I am Deaf and I can do anything!” under their self-portrait in their “All About Me” books.

CCCS ELA:

- ☆ SL.1.1: Participate in collaborative conversations about a topic with peers and adults in a large group.
- ☆ SL.1.1b: Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.
- ☆ SL.1.1c: Ask questions to clear up any confusion about the topic under discussion.

CCCS Mathematics:

- ☆ SL.1.1c: Organize, represent, and interpret data with up to 3 categories

ASL-ENGLISH BILINGUAL EDUCATION PRACTICES:

☛ Use of the ASL ‘chaining’ technique for vocabulary instruction:

After pointing to the sign and word on the ASL and English walls, *show sign + fingerspell word + show sign. *

☛ Modeling a writing task:

- 1) Tell in ASL what the sentence will be.
- 2) Write sentence.
- 3) Translate sentence back into ASL.

MATERIALS:

- ★ Students' work folders
- ★ Paper and pen or pencil
- ★ Chart paper
- ★ Markers, crayons, or colored pencils
- ★ English vocabulary flashcards
- ★ ASL vocabulary flashcards
- ★ Markers, crayons, or colored pencils
- ★ All About Me pages 6 and 7

PREPARATION:

- ✧ Post the English vocabulary flashcards on the English wall.
- ✧ Post the ASL vocabulary flashcards on the ASL wall.
- ✧ After reviewing students' "All About Me" books, compile a list of similarities and differences (e.g., eye color, # of family members, etc.) among students for the activity. Make certain there are enough indicators for five or six rounds of the activity.
- ✧ Write the title, "We are Deaf, and we can do anything!" on chart paper (*optional*: paste pictures of corresponding ASL signs above or below). The primary function of this title is to empower Deaf students to take pride in being Deaf.
- ✧ Record a list of identity markers and cultural practices associated with being Deaf, and/or the Deaf community (e.g., use ASL, use eye contact to communicate, make facial expressions, attend a school for the Deaf, etc.). It might be useful to organize these indicators into categories such as: "Communicating using ASL" and "Listening/Paying Attention"
- ✧ Make sure there is enough space in the classroom for students to form groups throughout the activity.
- ✧ Refer to the Modifications section for selecting the most appropriate page format for each student.

☑ Homework

Before implementing this lesson, ascertain that all students returned the note and completed the homework assignment given at the end of lesson 1.1.2: drawing a picture of their home [page 5] and a family portrait [page 6] for their "All About Me"

books. Collect the pages and put them in students' folders [or have them do it themselves].

IMPLEMENTATION:


ENGAGEMENT:

- ❶ Bring out the All About Me folders and students to recall what they did in the last lesson (1.1.2).
- ❷ Explain that they will play a game called "Find someone who..." that is based on what students shared about themselves in their books. Reveal that the purpose of this game is to discover what is the "same" and what is "different" about themselves and others. Point to the words and signs for "same" and "different" on the English and ASL walls. Use the 'chaining' technique to demonstrate how to spell and sign both words; have students do the same. Explain that students will learn what the words mean when they play the game.


PROCEDURE:

- ❶ Tell students to form a circle, facing you. Explain that you will ask students to "find someone who" is the same as them in some way and then stand with them to form a group.
- ❷ Begin the game asking, "Find someone who...(e.g., has brown eyes)." Ask students who share this aspect to form a group in an area of your designation. Call out other eye colors with the same instructions. At the end, all students will be in a group. Ask each group to call out how many members are in their group. Then explain that eye color makes the students in each group the same, yet they are still different because there are other things that they do not share.
- ❸ Have all students get back into a circle. Form new groups for a different aspect (e.g. # of family members or favorite color), using the list you made before the lesson as guidance. Ask students if everyone from the first group is in the new group. In the event that the answer is yes (it does


happen from time to time), find something that would show how the students are still different (e.g., some are short and some are tall). Continue to have each group call out how many are in their group. Also, request each group to: 1) state what their group has in common what is different about the other groups. Ask the whole class to tell which group is the largest or smallest.


 **Provide Feedback:** *While students are playing the game, comment on what they are doing well as a whole class (e.g., collaboration and cooperation among students or following instructions promptly).*

- ④ After playing for five rounds or so, ask students the final question of the game: "Find someone who is Deaf." The whole class should gather into a single, large group. Ask the group, "Are you all Deaf?" (The general consensus may be "Yes."). Then instruct the group to break up into a circle around you.

 **Important note:** *If students do not join the group or answer "Yes," then give them time to explain how they identify themselves. to create a separate list of indicators for those who may not identify as Deaf.*

- ⑤ Bring out the poster ("We are Deaf and we can do anything!") and the list of Deaf identity markers that you made prior to the lesson. Point to the title and have the whole class read it aloud under your guidance. Ask students how they know they are Deaf and how they can tell someone is Deaf. It may be necessary to trigger ideas and responses by sharing an example that is on your list. It may even be useful to act out some of the indicators (e.g., flashing the lights or tapping on the shoulder to get someone's attention). Record all student responses on the poster.

 **Check for understanding:** *After you write a response on the poster, have the whole class read it aloud and if possible, act it out.*


 **Important note:** *If students do not identify as Deaf, create a separate list of indicators for those who may not identify as Deaf.*

- ⑥ Once all exhausting all possible indicators of being Deaf, explain to students that they are members of the Deaf community. Point to the words and signs, "deaf" and "community," on the ASL and English walls.

Use the 'chaining' technique to demonstrate how to spell and sign both words; have students do the same. Explain that "community" means a group of people who share something in common. In their case, it is being Deaf and sharing in 'the Deaf experience'. Even though they may look different, like different things, and come from different backgrounds, they are all the same in that they are Deaf. The poster represents *some, but not all* of the things that members of the Deaf community do. Being a member of the Deaf community and using ASL is something to be proud of.

CLOSURE:

- ① Ask each student to name 1 thing about being Deaf that they like or are proud of. If they do not identify as Deaf, ask them to name 1 one thing they like about who they are (or have identified as). Then bring out students' work folders and tell students that they will write the sentence, "I am Deaf and I can do anything!" under their self-portraits. Once again, remind them that being Deaf is a part of who they are and it is something to feel good about. If necessary, model the task before distributing the folders and writing materials and having students do the same.

 **Homework assignment:** Tell students that their homework is to create two more pages (6 and 7) for their books.

- ① Display page 6 (*Intermediate format*), explaining to students that they will draw a family portrait— a picture of the people with whom they reside and share their lives with— and write the names of each member. Demonstrate the task or if you made an example beforehand, share it. Pass out copies of pages 6 and the parent letter for students to take home.
- ② Then, show page 7 (*Intermediate format*) and with your finger, underline the sentence frame, "My family and I love to _____." Ask students to read it aloud, providing guidance if necessary. Explain that they will interview family members of their family to name something special that the whole family loves to do together (e.g., go to the park). They will illustrate (or alternatively paste a photo) a picture of themselves

and their family participating in this activity and then write a sentence about it. Provide your own example, or if you made one beforehand, share it. Distribute page 7 for students to work on at home.

ASSESSMENT:

Students 1) identify aspects of being Deaf, as measured by the answers recorded on the “We are Deaf and we can do anything! Poster” and 2) write a sentence identifying themselves as being Deaf (or otherwise) under their self-portraits in their “All About Me” books.

MODIFICATIONS:

Use the following as a guideline to determine the book page(s) that best match students’ writing abilities:

- ✦ *Beginning:* Student can draw a picture and label it.
- ◆ *Intermediate:* Student can fill in a sentence blank (e.g., My favorite color is _____).
- ★ *Advanced:* Student can write their own sentence.
- ★ *Expert:* Student can write their own sentence that also explains why (e.g., “My favorite _____ is _____ because _____”).

✦ This is My Family

◆ This is My Family

My family communicates using _____

★ This is My Family

[illegible]

1.1.2 English Vocabulary

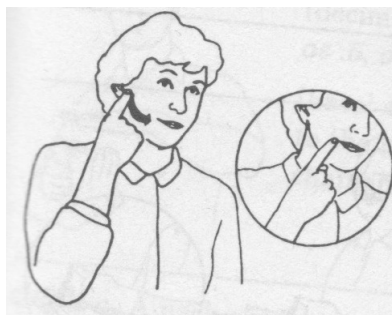
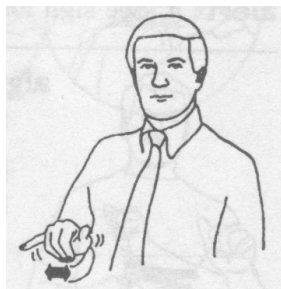
favorite

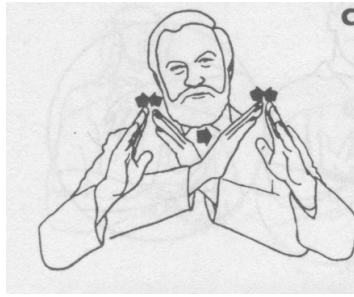
home

house

apartment

1.2 ASL Vocabulary





*Photographs of ASL signs retrieved from:

Costello, Elaine. (1994). *Random House Webster's American Sign Language Dictionary*. New York, NY: Random House Inc.

I.3: SAME, YET DIFFERENT



Brief Overview:

Students will use a Venn diagram to name some of the ways that Deaf and hearing people are the same and different.

Content Objective(s):

Students will use a Venn diagram to identify what is the same and what is different about Deaf and hearing people.

Language Objective(s):

Provided prompting and support, students will 1) identify in ASL aspects of sameness and differentness and 2) name identity markers and cultural behaviors associated with being Deaf.

2) Given teacher modeling, students will work in pairs to complete English clozes about indicators of sameness and differentness among Deaf and hearing people.

CCCS ELA:

- ☆ SL.1.1b: Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- ☆ SL.1.4: Describe people with relevant details, expressing ideas clearly.
- ☆ L.1.1: Sort words into categories to gain a sense of the concepts the categories represent.

CCCS Mathematics:

- ☆ SL.1.1c: Organize, represent, and interpret data with up to 3 categories.

ASL-ENGLISH BILINGUAL EDUCATION PRACTICES:

- ☛ Use of the ASL 'chaining' technique for vocabulary instruction:
After pointing to the sign and word on the ASL and English walls, *show sign + fingerspell word + show sign. *
- ☛ Modeling a writing task:
 - 1) Tell in ASL what the sentence will be.
 - 2) Write sentence.
 - 3) Translate sentence back into ASL.

MATERIALS:

- | | |
|---|--|
| <ul style="list-style-type: none"> ★ We are Deaf, and we can do anything!" poster ★ Chart paper ★ Markers and pencils ★ English vocabulary flashcards | <ul style="list-style-type: none"> ★ ASL vocabulary flashcards ★ Assessment worksheet ★ All About Me page 6 (family portrait) from students' work folders |
|---|--|

PREPARATION:

- ✧ Draw a Venn diagram on chart paper. Title each of the circles "Deaf" and "Hearing, and the overlapping circle, "Both" and then paste the corresponding ASL signs above or below each title.
- ✧ Write down examples of similarities and differences between Deaf and hearing people (e.g., attention-getting techniques, use of language, use of technology, etc.) *Optional:* 1) use the list of Deaf identity markers and cultural behaviors from lesson 1.2 as a reference and 2) place similarities and differences into the categories of "communication" and "listening/paying attention."
- ✧ Post the ASL vocabulary flashcards on the ASL wall.
- ✧ Post the English vocabulary flashcards on the English wall.

☑ Homework

Before implementing this lesson, ascertain that all students returned the note and completed the homework assignment given at the end of lesson 1.1.2: drawing a picture of their home [page 5] and a family portrait [page 6] for their "All About Me" books. Collect the pages and put them in students' folders (or have them do it themselves).

IMPLEMENTATION:

Introducing the Venn diagram:

If students don't have experience with Venn diagrams, it is highly recommended

to model how to use one. Choose a topic that students are familiar with, such as fruit. Create a Venn Diagram, explain what each circle represents, then use it to demonstrate the similarities and differences between two pieces of fruit, such as an apple and an orange. A second option is to create a Venn diagram using hula-hoops, selecting assorted objects that are similar and different in various ways, and having students take turns sort the objects into sets, providing justification for their choices. A third option is to compare and contrast 2 volunteer students.

ENGAGEMENT:

- ❶ Referencing the “We are Deaf, and we can do anything!” poster, and ask students what they did in the last lesson. Go over the list of Deaf identity markers and cultural behaviors on the poster.
- ❷ Bring out the Venn diagram. Explain that today’s lesson will be about using a Venn diagram to sort aspects of sameness or differentness, much like they did when they played the “Find Someone Who...” game during lesson 1.2. Point to the word and fingerspelled example for “Venn diagram” on the English and ASL walls.

PROCEDURE:

- ❶ Tell students that this time they will be identifying ways that Deaf and hearing people are the same and different. Explain each part of the diagram: the left and right circles refer to differences between Deaf and hearing people, and the overlap between both circles refers to what is the same about both groups.
- ❷ Ask students if they know what “hearing” means, pointing to the word on the English wall. Cover the “ing” with your hand and explain that the word, “hear” refers to the ability to hear sounds.” Then remove your hand, and explain that the whole word, “hearing” refers to people who hear well and use spoken language to communicate. Name hearing individuals that students may know.
- ❸ Use your best judgment to determine whether to start with naming what

“both” Deaf and hearing people share in common, *or* naming the differences between both groups.


→ The “both” category: Ask students to name concrete, visible things that Deaf people and hearing people have in common. It is advisable to use the “We are Deaf, and we can do anything!” poster as well as the list that you made earlier, as references. Have students list all of all of the things that they can do as a Deaf person, then ask if hearing people can do them as well. Record student answers in the “Both” section with a marker and if you have time, also draw accompanying icons (e.g., picture of a VideoPhone and picture of a telephone) to ease student recall later on in the lesson.

→ Differences: Use the categories of “communication” and “speaking/listening” to aid students in determining what is different about Deaf and hearing people. Use examples—perhaps Attention Getting Behaviors— that students can physically demonstrate in the classroom, such as flashing the lights, which would then be categorized into “Deaf,” and shouting someone’s name, which would then be categorized into “Hearing.” Ask questions such as, “Do all hearing people wear hearing aids or Cochlear Implants? or “Would most hearing people need ‘hearing dogs’ for the Deaf?” Point out the different kinds of technology that Deaf people and hearing people use (e.g, video phone vs telephone).

④ Once the whole class has exhausted every possible basis for comparing and contrasting Deaf and hearing people, move on to a review of the Venn diagram, having students take turns naming indicators of sameness and differentness. Provide support with the English-to-ASL translations.

⑤ Have the students pair up (older with younger, if possible). Explain that each pair will work together to write 1 thing that is same about Hearing and Deaf people, 1 thing that is different about Deaf people, and 1 thing that is different about hearing people. Display the example that you pre-made. They can use the Venn diagram to aid them in completing the assignment.

↳ Check for understanding: Before distributing the worksheet, have students tell what they will do.

 **Provide Feedback:** While students work, circulate and confer with students.

- ☞ Use reinforcing language to describe what students are doing well in terms of attitude (e.g., staying on task or working cooperatively), strategy use (e.g., using Venn diagram or brainstorming in ASL before writing), and the quality of their work (e.g. printing neatly). Ask open-ended questions to spark deeper thinking in students (e.g., “I see you wrote that Deaf people use ‘hearing dogs’ How are ‘hearing dogs’ helpful?”).
- ☞ Positive corrective feedback on student writing may include: 1) pointing out the error
or error pattern via recasting; 2) identifying an effective strategy to correct the error, and 3) walking the student through the strategy execution.

CLOSURE:

- ❶ Gather the worksheets. Tell students you will display their work in the classroom.
- ❷ **Homework assignment:** Tell students that their homework is to return to their family portraits (page 6) and label each family member as “Deaf” or “hearing.” Then they will write a sentence about how they communicate with their family at home. Model the task, if necessary.

ASSESSMENT:

Students will 1) identify what is the same and what is different about Deaf and hearing people, as measured by the responses recorded on the Venn diagram and 2) work in pairs to complete the assessment worksheet.

1.3 English Vocabulary

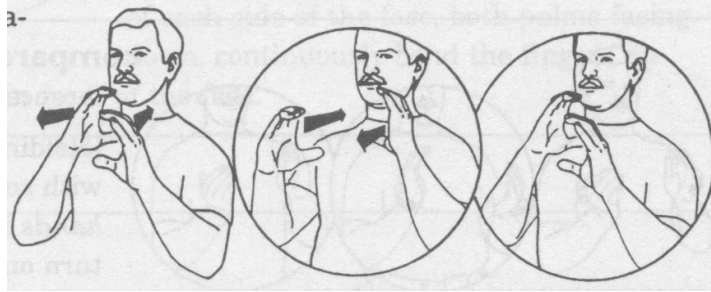
Venn diagram

hearing

communicate

1.3 ASL Vocabulary





*Photographs of ASL signs retrieved from:

Costello, Elaine. (1994). *Random House Webster's American Sign Language Dictionary*. New York, NY: Random House Inc.

Deaf and hearing people

Names of students: _____ and _____.

One thing that is the **same** about Deaf and hearing people:

<div><div></div><div></div><div></div></div>
--

One thing that is **different** about **Deaf** people:

<div><div></div><div></div><div></div></div>
--

One thing that is **different** about **hearing** people:

<div><div></div><div></div><div></div></div>
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I.4: GALLERY WALK



Brief Overview:

Students will have the opportunity to read each other's All About Me books during a gallery walk. Afterwards, they will participate in a class discussion to share what they learned.

Content Objective(s):

Students will take a gallery walk wherein they read each other's All About Me books and then engage in a classroom discussion about what they learned.

Language Objective(s):

Provided prompting and support, students will:

1) work in pairs to comment on, and develop questions about each other's All About Me books during the gallery walk.

2) tell in ASL what they learned about each other during the class discussion.

CCCS ELA:

- ☆ SL.1.1: Participate in collaborative conversations about a topic with peers and adults in a large group.
- ☆ SL.1.1b: Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- ☆ SL.1.1c: Ask questions to clear up any confusion about the topic under discussion.
- ☆ SL.1.2: Ask and answer questions about key details in information presented through media.

MATERIALS:

- ★ Students' work folders
- ★ Three hole punch
- ★ Colored yarn or ribbon
- ★ "All About Me" book evaluation rubric

PREPARATION:

- ★ Punch holes in All About Me books.
- ★ Cut yarn or ribbon to size for binding the All About Me books
- ★ *Optional:* Make your own example of a complete All About Me book, with pages not yet bound together, because this step will be modeled for students.

IMPLEMENTATION:

ENGAGEMENT:

- ❶ Bring out the All About Me folders and tell students that it is finally time to assemble their books. Model the book binding process.
- ❷ Explain that students will have the opportunity to read, comment, and ask questions about each other's books. It will be a chance for them to learn new things about each other. Ask students to leave their books on their desks.


PROCEDURE:

- ❶ Pair up students and explain that each pair will have 2-3 minutes to look at a book together. When the lights flash, it will signal that it is time for each pair to move on to the next book. Encourage students to converse about the book—comment on the content and think up questions to ask the author— and to “hold on to” their questions and comments until the whole class discussion that will occur afterwards.

👤 ***Modeling the activity:*** Demonstrate the activity, selecting a book and “thinking out loud” comments and questions such as “Wow. I didn’t know that ____ wants to learn ____”, “____ has a big family,” “What is it like to live in an apartment?”, I didn’t know that ____ has a Deaf brother.”


👤 ***Check for understanding:*** Ask students what they are expected to do before initiating the gallery walk.

- ② Flash the lights to commence the activity. During the activity, circulate and confer, coaching and questioning students as needed. Look for quotes or examples to feed the class discussion later.

 ***Provide Feedback:*** While students are playing the game, comment on what they are doing well as a whole class (e.g., collaboration and cooperation among students or following instructions promptly).

- ③ After each pair of students have had the opportunity to read all of the books, flash the lights to signal the end of the gallery walk. Ask students to sit in a circle.

- ④ Comment on what students did well during the activity (e.g., shared the book or came up with many questions to ask). Then Spark a class discussion with the recall of a memorable quote or question from the student. Alternatively, ask questions such as “Was there a book or picture that stood out to you?” “Which book do you have many questions about?” Give students the opportunity to respond to questions or comments about their own books.

 ***Check for understanding:*** After you write a response on the poster, have the whole class read it aloud and if possible, act it out.

- ④ Once all exhausting all possible indicators of being deaf, explain to students that they are members of the Deaf community. Point to the words and signs, “deaf” and “community,” on the ASL and English walls. Use the ‘chaining’ technique to demonstrate how to spell and sign both words; have students do the same. Explain that “community” means a group of people who share something in common. In their case, it is being Deaf. Even though they may look different, like different things, and come from different backgrounds, students are all the same in that they are Deaf. The poster represents all of the things that members of the Deaf community do. Being a member of the Deaf community and using ASL is something to be proud of. Then ask students what they like about being Deaf.

UNIT CLOSURE:

- ① Tell students that they are all done with their “All About Me” books, which

will be available for reading in the classroom library Then ask them 1) what they enjoyed about making an autobiographical book and 2) what they learned throughout the unit.

- ② Recalling the “Find Someone Who” game (lesson 1.2) with students, remind them that “Even though we are all different in many ways (e.g., favorite color, # of family members, etc.) we are also the same because we are...*ask students to complete the statement* Deaf, and we can... *ask students to complete the sentence* do anything!” Finally, ask each student to name 1 thing they like about being Deaf. If you yourself are Deaf, share an example first.

ASSESSMENT:

Students 1) share what they learned during the class discussion, as measured by teacher observation and 2) demonstrate that although they have differences, they share a Deaf identity, as measured by teacher observation.

FINAL ASSESSMENT

After wrapping up the unit, use the *6-Trait Assessment for Beginning Writers* to rate students’ “All About Me” books.

6-1 Trait Assessment for Beginning Writers

1 EXPERIMENTING	2 EMERGING	3 DEVELOPING	4 CAPABLE	5 EXPERIENCED
IDEAS <ul style="list-style-type: none"> — Uses scribbles for writing — Dictates labels or a story — Shapes that look like letters — Line forms that imitate text — Writes letters randomly 	IDEAS <ul style="list-style-type: none"> — Some recognizable words present — Labels pictures — Uses drawings that show detail — Pictures are supported by some words 	IDEAS <ul style="list-style-type: none"> — Attempts a story or to make a point — Illustration supports the writing — Meaning of the general idea is recognizable/understandable — Some ideas clear but some are still fuzzy 	IDEAS <ul style="list-style-type: none"> — Writing tells a story or makes a point — Illustration (if present) enhances the writing — Idea is generally on topic — Details are present but not developed (lists) 	IDEAS <ul style="list-style-type: none"> — Presents a fresh/original idea — Topic is narrowed and focused — Develops one clear, main idea — Uses interesting, important details for support — Writer understands topic well
ORGANIZATION <ul style="list-style-type: none"> — Ability to order or group not yet present — No sense of beginning or end — Connections between ideas are confusing 	ORGANIZATION <ul style="list-style-type: none"> — No title (if requested) — Experiments with beginnings — Begins to group like-words/pictures — Transitions or evidence of sequencing are haphazard 	ORGANIZATION <ul style="list-style-type: none"> — A title is present (if requested) — Limited transitions present — Beginning but no ending except "The End" — Attempts at sequencing and transitions 	ORGANIZATION <ul style="list-style-type: none"> — An appropriate title is present (if requested) — Attempts transitions from sentence to sentence — Beginning works well and attempts an ending — Logical sequencing — Key ideas begin to surface 	ORGANIZATION <ul style="list-style-type: none"> — An original title is present (if requested) — Transitions connect main ideas — The opening attracts — An effective ending is tried — Easy to follow — Important ideas stand out
VOICE <ul style="list-style-type: none"> — Communicates feeling with size, color, shape, line in drawing or letter imitation — Work is similar to everyone else's — Unclear response to task — Awareness of audience not present 	VOICE <ul style="list-style-type: none"> — Hints of voice present in words and phrases — Looks different from most others — Energy/mood is present — Treatment of topic predictable — Audience is fuzzy—could be anybody, anywhere 	VOICE <ul style="list-style-type: none"> — Expresses some predictable feelings — Moments of individual sparkle, but then hides — Repetition of familiar ideas reduces energy — Awareness that the writing will be read by someone else — Reader has limited connection to writer 	VOICE <ul style="list-style-type: none"> — Writing is individual and expressive — Individual perspective becomes evident — Personal treatment of a standard topic — Writes to convey a story or idea to the reader — Attempts non-standard point of view 	VOICE <ul style="list-style-type: none"> — Uses text to elicit a variety of emotions — Takes some risks to say more than what is expected — Point of view is evident — Writes with a clear sense of audience — Cares deeply about the topic

1 EXPERIMENTING	2 EMERGING	3 DEVELOPING	4 CAPABLE	5 EXPERIENCED
WORD CHOICE <ul style="list-style-type: none"> Writes letters in strings Initiates word patterns Pictures stand for words and phrases Copies environmental print 	WORD CHOICE <ul style="list-style-type: none"> Recognizable words Environmental words used correctly Attempts at phrases Functional language 	WORD CHOICE <ul style="list-style-type: none"> General or ordinary words Attempts new words but they don't always fit Settles for the word or phrase that "will do" Big words used only to impress reader Relies on slang, clichés, or repetition 	WORD CHOICE <ul style="list-style-type: none"> Uses favorite words correctly Experiments with new and different words with some success Tries to choose words for specificity Attempts to use descriptive words to create images 	WORD CHOICE <ul style="list-style-type: none"> Everyday words used well Precise, accurate, fresh, original words Creates vivid images in a natural way Avoids repetition, clichés or vague language Attempts at figurative language
SENTENCE FLUENCY <ul style="list-style-type: none"> Mimics letters and words across the page Words stand alone Patterns for sentences not in evidence Sentence sense not yet present 	SENTENCE FLUENCY <ul style="list-style-type: none"> Strings words together into phrases Attempts simple sentences Short, repetitive sentence patterns Dialogue present but not understandable 	SENTENCE FLUENCY <ul style="list-style-type: none"> Uses simple sentences Sentences tend to begin the same Experiments with other sentence patterns Reader may have to reread to follow the meaning Dialogue present but needs interpretation 	SENTENCE FLUENCY <ul style="list-style-type: none"> Simple and compound sentences present and effective Attempts complex sentences Not all sentences begin the same Sections of writing have rhythm and flow 	SENTENCE FLUENCY <ul style="list-style-type: none"> Consistently uses sentence variety Sentence structure is correct and creative Variety of sentence beginnings Natural rhythm, cadence and flow Sentences have texture which clarify the important idea
CONVENTIONS <ul style="list-style-type: none"> Writes letter strings (pre-phonetic: dmRxxz) Attempts to create standard letters Attempts spacing of words, letters, symbols or pictures Attempts to write left to right Punctuation, capitalization etc. not making sense, yet Student interpretation needed to understand text/pictures 	CONVENTIONS <ul style="list-style-type: none"> Attempts semi-phonetic spelling (MTR, UM, KD, etc.) Uses mixed upper and lower case letters Uses spaces between letters and words Consistently writes left to right Consistently makes effective use of top to bottom spacing Random punctuation Nonstandard grammar is common 	CONVENTIONS <ul style="list-style-type: none"> Uses phonetic spelling (MOSTR, HUMAN, KLOSD, etc.) on personal words Spelling of high frequency words still spotty Uses capitals at the beginning of sentences Usually uses end punctuation correctly (.) Experiments with other punctuation Long paper may be written as one paragraph Attempts standard grammar 	CONVENTIONS <ul style="list-style-type: none"> Transitional spelling on less frequent words (MONSTUR, HUMUN, CLOSED, etc.) Spelling of high frequency words usually correct Capitals at the beginning of sentences and variable use on proper nouns End punctuation is correct (.) and other punctuation is attempted (such as commas) Paragraphing variable but present Noun/pronoun agreement, verb tenses, subject/verb agreement 	CONVENTIONS <ul style="list-style-type: none"> High frequency words are spelled correctly and very close on other words Capitals used for obvious proper nouns as well as sentence beginnings Basic punctuation is used correctly and/or creatively Indents consistently to show paragraphs Shows control over standard grammar

1 EXPERIMENTING	2 EMERGING	3 DEVELOPING	4 CAPABLE	5 EXPERIENCED
PRESENTATION <ul style="list-style-type: none"> — Letters and words are strings with no spacing — There is no consistent shape to letters — Letters are scattered randomly on the page — Pictures are placed randomly on the page — There is no connection between words and pictures 	PRESENTATION <ul style="list-style-type: none"> — An attempt is made to group letters into words — Many letters are consistent shape, with few that are unreadable — There are some examples of letters grouped to make words — An attempt is made to group pictures with text — Some words are used to enhance the meaning of pictures, e.g., captions 	PRESENTATION <ul style="list-style-type: none"> — Most letters and words are readable with an attempt at spacing — There are some discrepancies in letter shape, but they are easily identifiable — Letters are grouped to make distinguishable words and phrases — Placement of pictures reflects the meaning of the text — Pictures are placed with an attempt to connect them to captions or text 	PRESENTATION <ul style="list-style-type: none"> — Words are easily readable with a consistent attempt at words spacing — Handwriting begins to show style, with consistent letter shape — An attempt is made to group words into identifiable sentences — Pictures are used to clarify meaning in text — Most pictures are located with meaningful text or captions 	PRESENTATION <ul style="list-style-type: none"> — Style of handwriting is consistent and words evenly spaced — Letters are well-formed and easy to read — Words are grouped by sentence or paragraph for easy understanding — Pictures and maps are used effectively to enhance understanding — Pictures are located with text to create alignment and flow of meaning

Rubric retrieved from:

<http://educationnorthwest.org/traits/traits-rubrics>



2.1: DEAF DONALD



Brief Overview:

Students will recreate the poem *Deaf Donald* by Shel Silverstein to promote effective communication between the two characters.

Content Objective(s):

Students will develop and act out an effective communication strategy that would enable the two characters in *Deaf Donald* to overcome the language barrier.

Language Objective(s):

1) Provided prompting and support, students will brainstorm in ASL communication strategies that promote effective communication.

2) Provided prompting and support, students will compare and contrast the original and reimagined versions of *Deaf Donald* in ASL.

CCCS ELA:

- ☆ RL.1.2: Retell a story and demonstrate understanding of their central message.
- ☆ RL.1.7: Use illustrations and details in a story to describe its characters.
- ☆ SL.1.1: Participate in collaborative conversations about a text with peers and adults in a large group.
- ☆ SL.1.1c: Ask questions to clear up any confusion about the text under discussion.

ASL-ENGLISH BILINGUAL EDUCATION PRACTICES:

☛ Use of the ASL 'chaining' technique for vocabulary instruction:

After pointing to the sign and word on the ASL and English walls, *show sign + fingerspell word + show sign. *

MATERIALS:

- ★ *Deaf Donald* by Shel Silverstein (pg. 143 in "A Light in the Attic")
- ★ Name tags
- ★ *Deaf Donald* ASL scripts
- ★ Paper and pen/pencil
- ★ Chart paper

★ Markers

PREPARATION:

- ★ Make name tags for the characters of Donald and Sue, as well as the narrator.
- ★ Create an ASL script for each of the roles in the poem (Donald, Sue, and narrator).
- ★ Jot down a list of effective communication strategies that students may come up with for the characters to use (*see example in Procedure step #5*).
- ★ Practice reading aloud *Deaf Donald*.

IMPLEMENTATION:

ENGAGEMENT:

- ❶ Introduce the poem, *Deaf Donald* and ask students to share their initial observations about it (e.g., there are pictures of a person signing).
- ❷ Read aloud the poem. For Talkie Sue's parts, speak first (if you are Deaf, pretend to speak mouthing the words), and then interpret what she says in ASL.

Elicit comments and responses from students:

? Questions to ask (rephrase to match students' level of comprehension):

- *Was the poem written by a hearing or a Deaf person?*
- *How would a Deaf person sign "I love you?" (note: the signs for "I love you" in the poem are technically incorrect)*
- *What might "talkie" mean?*

- ❸ Tell students that they will act out the poem so that they can better visualize and explain what happens between the characters.

PROCEDURE:

- ❶ Share the character name tags and ask the students to identify the roles. Define the role of narrator as someone who describes what happens between Donald and Sue. Choose volunteers to play the roles, handing the ASL scripts to the Donald and narrator actors. The actor playing Sue will not have an ASL script; instead, instruct the actor to pretend to speak and gesture like a hearing person, providing a demonstration.
- ❷ Support the actors as they act out the poem. One way to do this is by pointing to each line in the poem as it is recited. Alternatively, point to each line in order to prompt the actors, particularly if they need strong guidance.
- ❸ Engage students in discussion about the poem's meaning and the language barrier that the characters face.

? Questions to ask (rephrase to match students' level of comprehension):

- *How does the poem make you feel?*
 - *Who is Deaf and who is hearing? How can you tell?*
 - *Is it possible that Talkie Sue is deaf but does not know ASL?*
 - *Does Donald know how to speak?*
 - *Can Donald and Sue understand each other?*
 - *What happens at the end of the poem? Are Donald and Sue friends?*
 - *Why does Sue leave?*
 - *Is it okay that they were not able to communicate?*
- ❹ Ask students the following key questions, which will launch the next activity.
 - ❶ What would happen if Donald and Sue could understand each other? If Sue knew ASL or if Donald knew how to speak?
 - ❷ Is there is a way for Donald and Sue to communicate clearly, understand each other, and become friends?
 - ❺ As a whole class, generate effective communication strategies that Donald and Sue could use to overcome the language barrier, and record them on chart paper. Remind them that Deaf people use two languages, ASL *and* English.

👉 **Check for understanding:** As you ask these questions, connect to students' personal experiences. do they have friends who do not sign? If yes, how do they communicate? It would be beneficial to share a personal anecdote about overcoming a language barrier.

✎ **Ideas:** Donald could reveal, through gesturing, to Sue that he is Deaf and uses ASL. He could bring out a paper and pen, which both characters could use to communicate what they are saying, at first. Then, Donald would translate whatever Sue says into ASL, teaching her the signs along the way.

- ⑥ Choose new volunteers to act out the new scenario, providing props (e.g., paper and pen) if necessary.

CLOSURE:

- ① Ask students to compare and contrast ("what is the same or what is different?") the original poem and their reinterpretation of it.

? **Questions to ask (rephrase to match students' level of comprehension):**

- *How did the use of a communication strategy change the story and its outcome?*
- *Were Donald and Sue able to become friends in the end?*
- *Would you use it to make friends with people who do not know ASL?*

- ② Explain that there are many people who do not know about Deaf people or ASL.

? **Questions to ask (rephrase to match students' level of comprehension):**

- *Is it better to avoid or stay away from people because they do not know ASL, or is it better to try to find ways to communicate with them so that they can begin to learn ASL?*
- *Do you think that by finding ways to communicate with these people, that we will help them better understand and respect Deaf people?*

ASSESSMENT:

Students 1) brainstorm ideas for overcoming the language barrier between the two characters in *Deaf Donald*, as measured by the answers recorded on chart paper and 2) try out the strategy by acting out a reimagined version of “Deaf Donald,” as measured by teacher observation.

DEAF DONALD

Deaf Donald met Talkie Sue

But



was all he could do.

And Sue said, "Donald, I sure do like you."

But



was all he could do.

And Sue asked Donald, "Do you like me too?"

But



was all he could do.

"Good-bye then, Donald, I'm leaving you."

But



was all he did do.

And she left forever so she never knew

That



means I love you.

Retrieved from:

https://interstellarsuburbia.files.wordpress.com/2012/05/tumblr_lylbk1bqw1qmqpiro1_1280.jpg

2.2: DEBUNKING MYTHS



Brief Overview:

Students will discuss and disprove myths about Deaf people.

Content Objective(s):

Students will use evidence to dismantle myths about Deaf people.

Language Objective(s):

- 1) Provided prompting and support, students will tell in ASL whether myths about Deaf people are right or wrong, and why.
- 2) Given pictures and sentences, students will identify in English, statements about Deaf people as right or wrong.

CCCS ELA:

- ☆ SL.1.1: Participate in collaborative conversations about a topic with peers and adults in a large group.
- ☆ SL.1.1b: Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- ☆ SL.1.1c: Ask questions to clear up any confusion about the topic under discussion.
- ☆ W1.8: With guidance from adults, recall information from experiences or gather information from provided sources to answer a question.

ASL-ENGLISH BILINGUAL EDUCATION PRACTICES:

- ☛ Use of the ASL 'chaining' technique for vocabulary instruction:
After pointing to the sign and word on the ASL and English walls, *show sign + fingerspell word + show sign. *
- ☛ Modeling a writing task:
 - 1) Tell in ASL what the sentence will be.
 - 2) Write sentence.
 - 3) Translate sentence back into ASL.

MATERIALS:

- ★ List of myths about Deaf people
- ★ Evidence (e.g., props, pictures, videos, acting out a scenario, etc.) for refuting the myths
- ★ Laptop, internet access, and projector and/or SMART Board
- ★ Microsoft PowerPoint or other multimedia presentation software
- ★ Pencils
- ★ English vocabulary flashcards
- ★ ASL vocabulary flashcards
- ★ Computer with word processing software.

PREPARATION:

- ✧ Create a PowerPoint presentation centered on the topic of myths about Deaf people (*see provided example*). Since students will be asked to identify statements about Deaf people as myths or facts, it is recommended that for each statement, the correct answer is “myth,” for the purposes of consistency and predictability.
- ✧ Create assessment worksheets using the
- ✧ Post the ASL vocabulary flashcards on the ASL wall
- ✧ Post the English vocabulary flashcards on the English wall.
- ✧ Create assessment worksheets that best fits the students’ writing abilities (*see Modifications section and example*).

IMPLEMENTATION:

ENGAGEMENT:

- ① Ask students to recount the closing discussion at the end of lesson 2.1 in which they talked about the importance of finding ways to connect with people who have no knowledge of Deaf people, Deaf ways of being, and/or ASL.
- ② Start the PowerPoint presentation, and tell students that today’s lesson will focus on myths and facts about Deaf people. Ask students if they know what these words mean and to guess at their meanings. Define the word, “myth” as something that many people believe but isn’t true, or

wrong. Point to the word and sign on the English and ASL walls and then use the 'chaining' technique to demonstrate the sign; ask students to replicate the sign afterwards.

Then define the word, "fact" as something that is true and correct, or shows that the myth is not true and wrong. Point to the word and sign on the English and ASL walls and then use the 'chaining' technique to demonstrate the sign; ask students to replicate the sign afterwards.

- ③ Share common examples of myths (e.g., bats are blind, chocolate milk comes from brown cows, or teachers live at school) via the PowerPoint presentation. Ask students to tell in ASL whether they think the given statement is a myth or fact. Have them to defend their answers. Then reveal the correct answer—the true fact—about the myth, along with the corroborating evidence.

👉 **Check for understanding:** Have students tell what a myth is and what a fact is.

PROCEDURE:

- ① Tell students they will learn more re a statement about Deaf people, again asking asking students to call out whether they believe it is a myth or a fact.

? Questions to ask (rephrase to match students' level of comprehension):

- ***How do you know this statement is a myth or a fact?***
- ***Do you think that you could show (prove) this statement is a myth or a fact?***
- ***How does it make you feel about Deaf people?***

- ② Reveal the correct answer (myth) and then share the "fact" and evidence that debunks the myth. Ask students if they still believe the given statement is a myth or a fact. After using the guiding questions (see *below*) to engage students in a discussion about the myth, read aloud as a whole class the factual statement about Deaf people.

? Questions to ask (rephrase to match students' level of comprehension):

- ***How does this show the statement is a myth?***
- ***Do you know any Deaf people who are examples of the myth being***

wrong or not true?

- ***Is it important that people know this myth is wrong, and learn the actual fact?***
- ***What will you tell people who believe this myth?***

❸ Repeat steps 1 and 2 for the rest of the myths.

👏 **Provide Feedback:** While students work, circulate and confer with students.

- 👏 Use reinforcing language to describe what students are doing well in terms of attitude (e.g., staying on task), strategy use (e.g., referring to the evidence to demonstrate why the myth is wrong), and the quality of their work (e.g., including an interesting detail). Ask open-ended questions to spark deeper thinking in students (e.g., “what can we do to stop people believing this myth?”).

❹ Explain to students that they will now answer questions about the myths and then distribute the assessment worksheet and pencils. Answer the first question as a whole class, and then support students while they work.

👏 **Check for understanding:** Have students tell what they were asked to do. If they are unsure, repeat the instructions and answer another question as a whole class.

👏 **Provide Feedback:** While students work, circulate and confer with students.

- 👏 Use reinforcing language to describe what students are doing well in terms of attitude (e.g., staying on task), strategy use (e.g., citing evidence), and the quality of their work (e.g., printing clearly). Ask open-ended questions to spark deeper thinking in students (e.g., “how does it feel to know that people sometimes think the wrong thing about Deaf people?”).
- 👏 Positive corrective feedback on student writing may include: 1) pointing out the error or error pattern via recasting; 2) identifying an effective strategy to correct the error, and 3) walking the student through the strategy execution.

CLOSURE:

① When students are done, flash the lights to get their attention. Collect the worksheets, which you will then gather and set aside. Ask students what they thought of the lesson, and why it is important to know and show that myths about Deaf people are wrong.

? Questions to ask (rephrase to match students' level of comprehension):

- *Is it okay to let people believe myths about Deaf people? Why? Why not?*
- *How is it helpful to show that these myths are wrong and share facts?*
- *Which is better, telling facts or myths about Deaf people?*
- *What will you tell people who believe myths about Deaf people?*
-



Suggestion: Send copies of the list of myths home with students, so that their families can learn about them as well.

ASSESSMENT:

Students complete the assessment worksheets.

MODIFICATIONS:

Use the following as a guideline to create assessment worksheets that best matches students' writing abilities:

- ✦ *Beginning:* Given initial, ASL interpretation of the statements on the worksheet, student can sign *FACT* or *MYTH* and then circle the appropriate answers under teacher guidance.
- ◆ *Intermediate:* Student can read statements and circle the appropriate answers.
- ★ *Advanced:* Student can write, "myth" or "fact" for each statement.
- ★ *Expert:* Student can write "myth" or "fact" for each statement as well as write a sentence explaining why (citing the evidence).

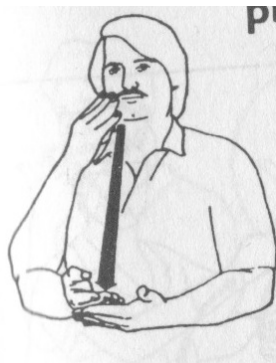
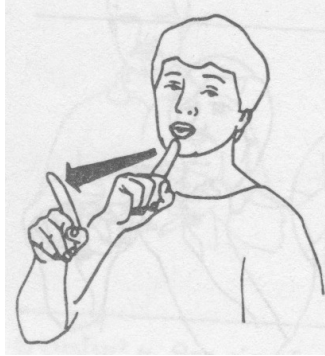
2.2 English Vocabulary

fact

myth

evidence

2.2 ASL Vocabulary



*Photographs of ASL signs retrieved from:

Costello, Elaine. (1994). *Random House Webster's American Sign Language Dictionary*. New York, NY: Random House Inc.

Myths about Deaf People

Select myths that are best aligned with your students' levels of understanding and/or real-world experiences.

Disclaimer: This is *not* an exhaustive list of myths about Deaf people.

- ✗ ASL is not a language
- ✗ Deaf people can't drive
- ✗ Deaf people don't have voices
- ✗ Deaf people can read braille
- ✗ Deaf people can't read and write
- ✗ Deaf people aren't smart
- ✗ Deaf people can't make music
- ✗ Deaf people can't appreciate the arts (movies, music, etc.)

This is an example of an assessment worksheet for students at the *beginning* level.

✦ Myths about Deaf People

Name: _____

Circle the correct answer.

ASL is **not** a language.



fact



myth

Deaf people **do not** have voices.



fact



myth

Images retrieved from:

<http://www.cwu.edu/foreign-language/sites/cts.cwu.edu.foreign-language/files/images/ASL.png>

<http://www.clipartbest.com/clipart-ncEkk8jcA>

<http://www.clipartbest.com/cliparts/dc6/p9r/dc6p9rBc9.gif>

<http://www.picturesof.net/pages/090315-231539-934009.html>

2.3: FACTS ABOUT DEAF PEOPLE



Brief Overview:

Students will create a short film about Deaf people that serves to dismantle the enduring myths about this cultural group.

Content Objective(s):

Students will collaborate to create a video that debunks myths about Deaf people.

Language Objective(s):

- 1) Provided prompting and support, students will tell in ASL facts about Deaf people.
- 2) Provided prompting and support, students will translate English sentences into ASL.

CCCS ELA:

- ☆ SL.1.1: Participate in collaborative conversations about a topic with peers and adults in a large group.
- ☆ SL.1.4: Describe people with relevant details, expressing ideas clearly.
- ☆ SL.1.5: Add visual displays to descriptions to clarify ideas.
- ☆ W.1.8: With guidance from adults, recall information from experiences or gather information from provided sources to answer a question.

ASL-ENGLISH BILINGUAL EDUCATION PRACTICES:

☛ Modeling English-to-ASL translation:

- 1) Underline the English sentence with your finger + show the ASL translation.
- 2) Repeat and ask student to follow along.
- 3) Ask student to demonstrate the translation and provide guidance and when needed.

MATERIALS:

- ★ List of facts about Deaf people (opposite of myths) that will be featured in the film.
- ★ Chart paper
- ★ Marker
- ★ Evidence corroborating the facts in the form of pictures, props, visual aids, statistics, etc., to be used in the film (*suggestion: reuse the evidence presented in lesson 2.2*)
- ★ Camcorder or video recording device and memory card
- ★ Tripod
- ★ Laptop and video editing software
- ★ Myths about Deaf people PowerPoint presentation (*optional*)

PREPARATION:

- ✧ Write the facts about Deaf people on chart paper and title it as such.
- ✧ Write the facts about Deaf people on strips of paper.
- ✧ Ready the evidence (pictures, props, visual aids, statistics, etc.) for filming. It is recommended that each student has at least 1 piece of evidence to corroborate the fact they will present in the film.
- ✧ Set up camcorder and tripod where filming will take place.

IMPLEMENTATION:

ENGAGEMENT:

- ① Have students to recall the previous lesson (2.2.: Debunking Myths). Ask why it is important to learn and share facts instead of myths about Deaf people. Display the PowerPoint presentation to jog their memories, if necessary
- ② Explain to students that they will make a movie called “Facts About Deaf people” that focuses on who Deaf people are and what they can do. Inquire students about the purpose of making the movie.

? Questions to ask (rephrase to match students' level of comprehension):

- ***What would happen if people continue to believe myths about Deaf people?***
- ***What would happen if we made a movie sharing facts about Deaf people?***
- ***How would people react to the movie?***
- ***How would the movie change people's minds about Deaf people?***
- ***How would the movie show others that being Deaf is a positive experience?***

Reveal that the movie, particularly when shared with others, will show that not only are the myths about Deaf people wrong, but also spread awareness that about who Deaf people are, and what they are capable of—which is anything. Remind students of the statement that they wrote in their All About Me books—"I am Deaf, and I can do anything!"

PROCEDURE:

- ❶ Share the poster containing facts about Deaf people and tell students that each of them will share one fact and show how it is true. Read aloud each item on the list as a whole class. Tell students they have the option of A) selecting a fact to share or 2) being assigned a fact to share.
- ❷ Tell students they have the option of A) selecting a fact to share or 2) being assigned a fact to share. During this step, hand out the strips of paper containing facts to the students.
- ❸ Bring out the evidence. Go over the facts again, this time, for each fact, requesting out the student who is responsible for sharing it to stand in front of the class. As a whole class, go over the evidence that shows the student's fact is true. Tell students they will 1) share the fact and 2) demonstrate how the fact is true, for the movie.
- ❹ Gather students in the area where filming will take place and tell them that they will take turns sharing about their facts in front of the camera; however, they need to practice first. Rehearse until all students are able to express the information clearly in ASL. Emphasize that it is important that viewers clearly understand what they are saying. Encourage students to give each other feedback on ASL expression during the rehearsal .

☞ **Check for understanding:** Have students tell what they were asked to do. If they are unsure, repeat the instructions.

☞ **Provide Feedback:** While students work, circulate and confer with students.

☞ Use reinforcing language to describe what students are doing well in terms of attitude (e.g., staying on task), strategy use (e.g., practicing their part many times), and the quality of their work (e.g., signing clearly). Ask open-ended questions to spark deeper thinking in students (e.g., "how do you feel about the filming process so far?").

☞ Positive corrective feedback on students' ASL expression may include: 1) pointing out the error or error pattern via recasting; 2) demonstrating how to correctly sign the word, phrase or concept and 3) asking the students to practice

⑤ Film students. Those who are waiting for their turn can watch the filming process, continue to practice their parts, and/or provide further feedback.

CLOSURE:

① Once filming is complete, explain to students that you will put together the movie so that the whole class can watch it. Note that English subtitles will be added so that people who do not know ASL will understand what is being expressed. Tell students they will also receive a copy of the movie so they can share it with their friends and families. Engage students in a brief discussion about the filming experience and the value of making a movie about Deaf people.

? **Questions to ask (rephrase to match students' level of comprehension):**

- ***What did you like or dislike about the filming experience?***
- ***How could we improve the movie or filmmaking process to make it a better experience for everyone?***
- ***What else could we add to the movie to show that Deaf people can do anything?***
- ***Why did we make the movie?***
- ***How will people react to the movie?***
- ***If we were to make another movie about Deaf people, what would the topic be?***



Suggestion: Send a family letter home with students explaining the movie project. Tell families that students will receive a copy of the movie to share.

ASSESSMENT:

Students 1) effectively translate English sentences into ASL as measured by teacher observation and 2) fulfill their role in the movie as demonstrated in the final product (the movie itself).

2.4: MOVIE SCREENING



Brief Overview:

Students will watch and review the short film that they created during the previous lesson (2.3: Facts About Deaf People).

Content Objective(s):

Students will reflect on the movie they made.

Language Objective(s):

1) Provided prompting and support, students will tell in ASL 1 thing they like about the movie and 1 thing they learned.

CCCS ELA:

- ☆ SL.1.1: Participate in collaborative conversations about a topic with peers and adults in a large group.
- ☆ SL.1.1b: Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- ☆ SL.1.1c: Ask questions to clear up any confusion about the topic under discussion.
- ☆ SL.1.2: Ask and answer questions about key details in information presented through media.

MATERIALS:

- ★ DVD copy of the student created movie, "Facts About Deaf people"
- ★ T.V. and DVD player
- ★ Deaf Awareness and Attitude Survey
- ★ Movie presentation assessment rubric

PREPARATION:

- ✦ Set up the movie for viewing.

IMPLEMENTATION:

ENGAGEMENT:

- ❶ Ask students to recall what they did in the last lesson (answer should be: “made a movie) and why they made the movie.
- ❷ Tell students that they will watch the movie. However, before starting the movie, instruct students to “hold on to any comments, questions, thoughts, or feelings” that may arise during the screening.

PROCEDURE:

- ❶ Watch the movie. Afterwards, ask students the following questions (in any order):
 - ❶ How would you rate the movie? Good, bad, or just okay?
 - ❷ What did you like or dislike about the movie? (*assessment question*)
 - ❸ What is the point of the movie? Remind me why we made it.
 - ❹ What did you learn from the movie? (*assessment question*).

CLOSURE:

- ❶ Tell students they will get a copy of the movie to share with their families. Ask them about the potential reactions and responses from their families. Distribute the DVDs for students to take home.
- ❷ Administer the Deaf Attitude and Awareness survey to students.

ASSESSMENT:

- 1) Students answer the assessment questions as measured by teacher observation.
- 2) Students' roles and participation in the film are scored using the attached rubric.

FINAL ASSESSMENT:

Students complete the *Deaf Awareness and Attitude Survey*.

<p align="center">“Facts about Deaf People” Movie Presentation Rubric</p>
--

Name of student: _____ . Score _____ / **16**

	4	3	2	1
ASL clarity	Signs clearly and distinctly all (100-95%) and uses all signs correctly.	Signs clearly and distinctly all (100-95%) the time, but uses one erroneous sign.	Signs clearly and distinctly most (94-85%) of the time, but uses two or three erroneous signs.	Often does not sign clearly and distinctly and uses three or more erroneous signs.
Posture and eye contact	Stands up straight, looks relaxed and confident. Establishes eye contact with the video camera during the presentation.	Stands up straight and establishes eye contact with the video camera during the presentation.	Sometimes stands up straight and establishes eye contact with the video camera.	Slouches and/or does not look at the video camera during the presentation.
Presentation of content (fact and supporting evidence)	Shows full understanding of the topic: presents the fact and supporting evidence, with no errors.	Shows a good understanding of the topic: presents the fact and supporting evidence, with one error.	Shows a good understanding of parts of the topic: presents the fact and supporting evidence with two errors.	Does not seem to understand the topic very well: presents the fact and supporting evidence with three errors or more.
Enthusiasm	Facial expressions and body language generate a strong interest and enthusiasm about the topic in others.	Facial expressions and body language sometimes generate a strong interest and enthusiasm about the topic in others.	Facial expressions and body language are used to try to generate enthusiasm, but seem somewhat faked.	Very little use of facial expressions or body language. Did not generate much interest in topic being presented.

Appendix B
Student Work Samples

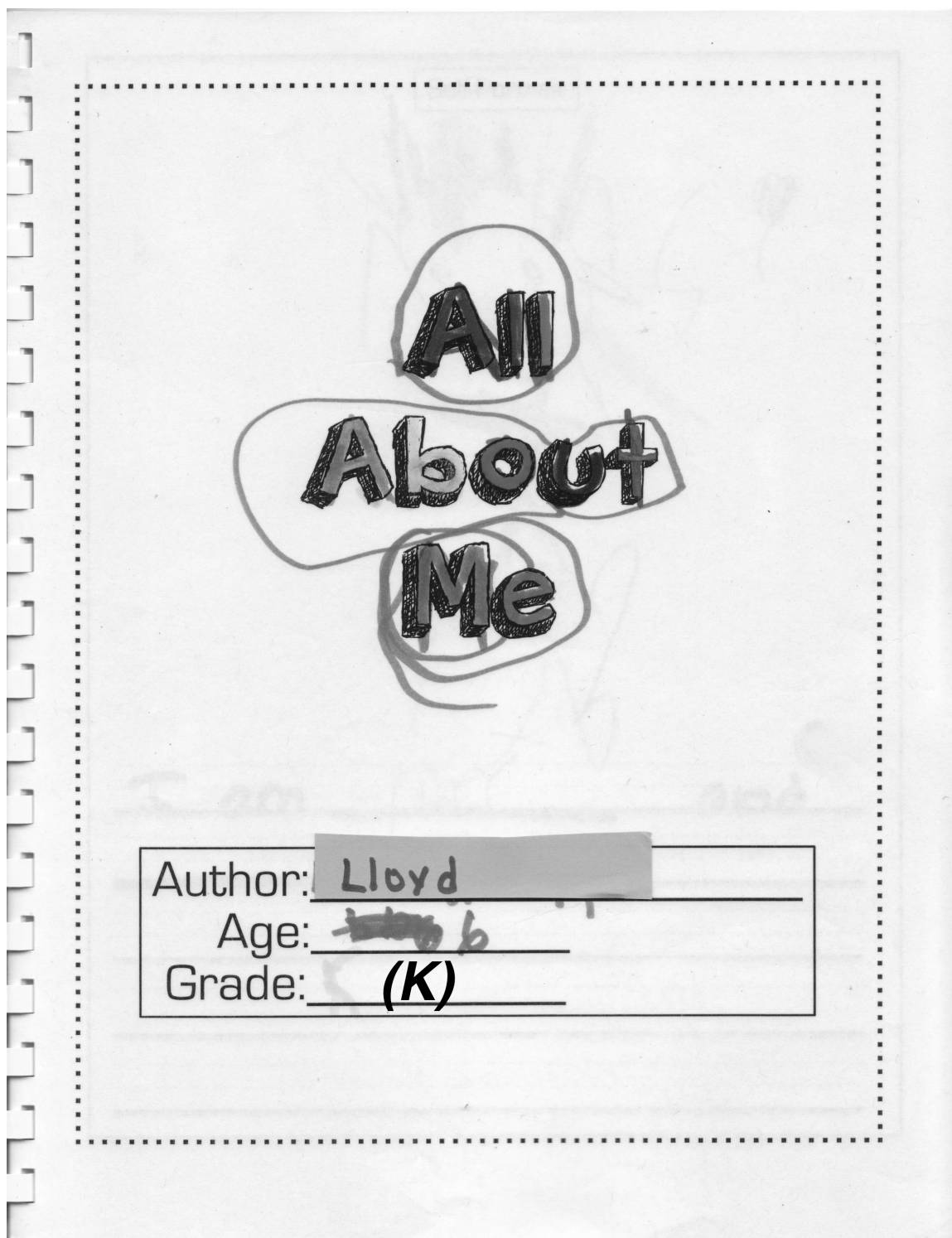


Figure 1: Cover page of Lloyd's *All About Me* book.

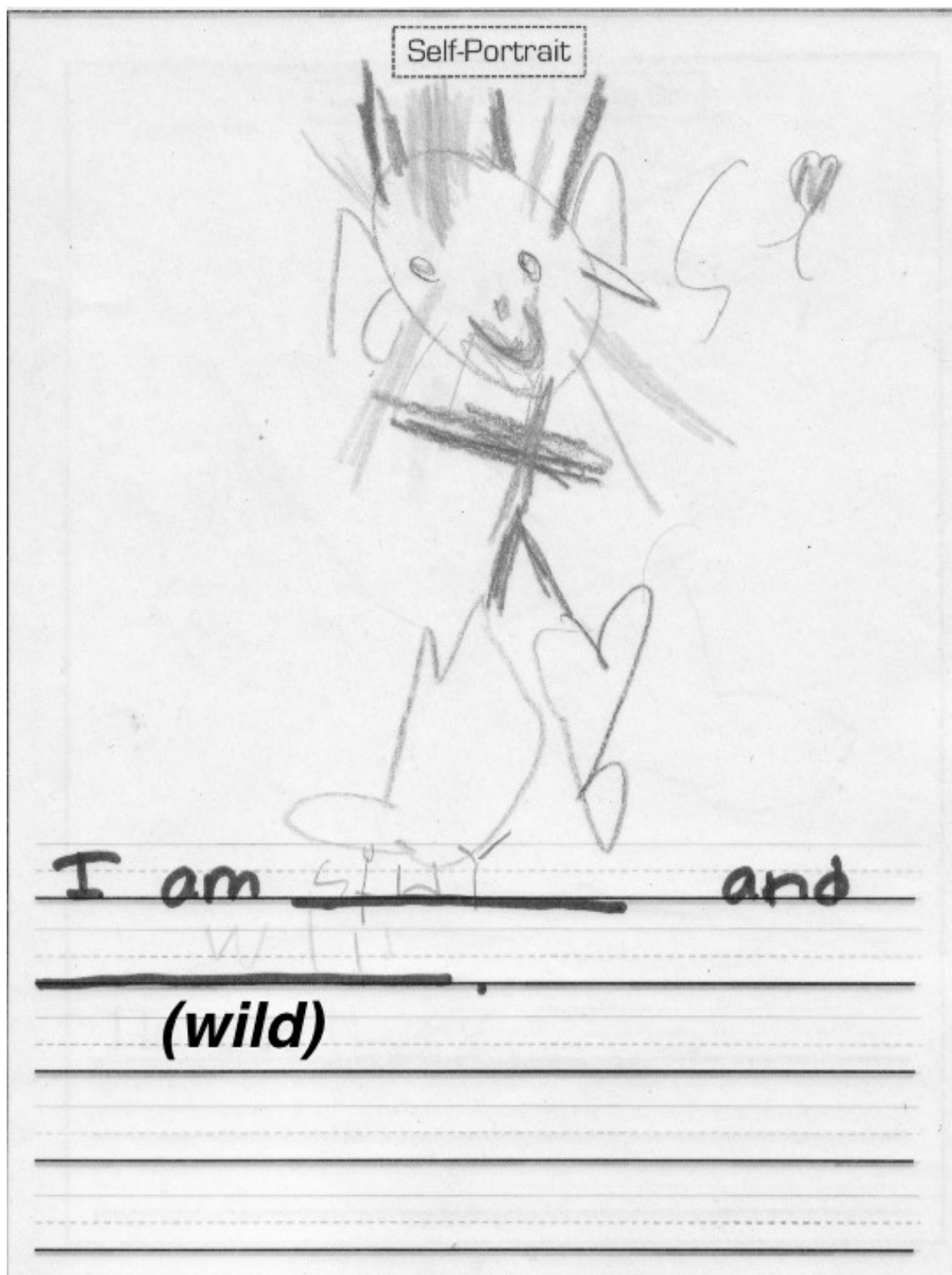


Figure 2: Page 1 of Lloyd's *All About Me* book.

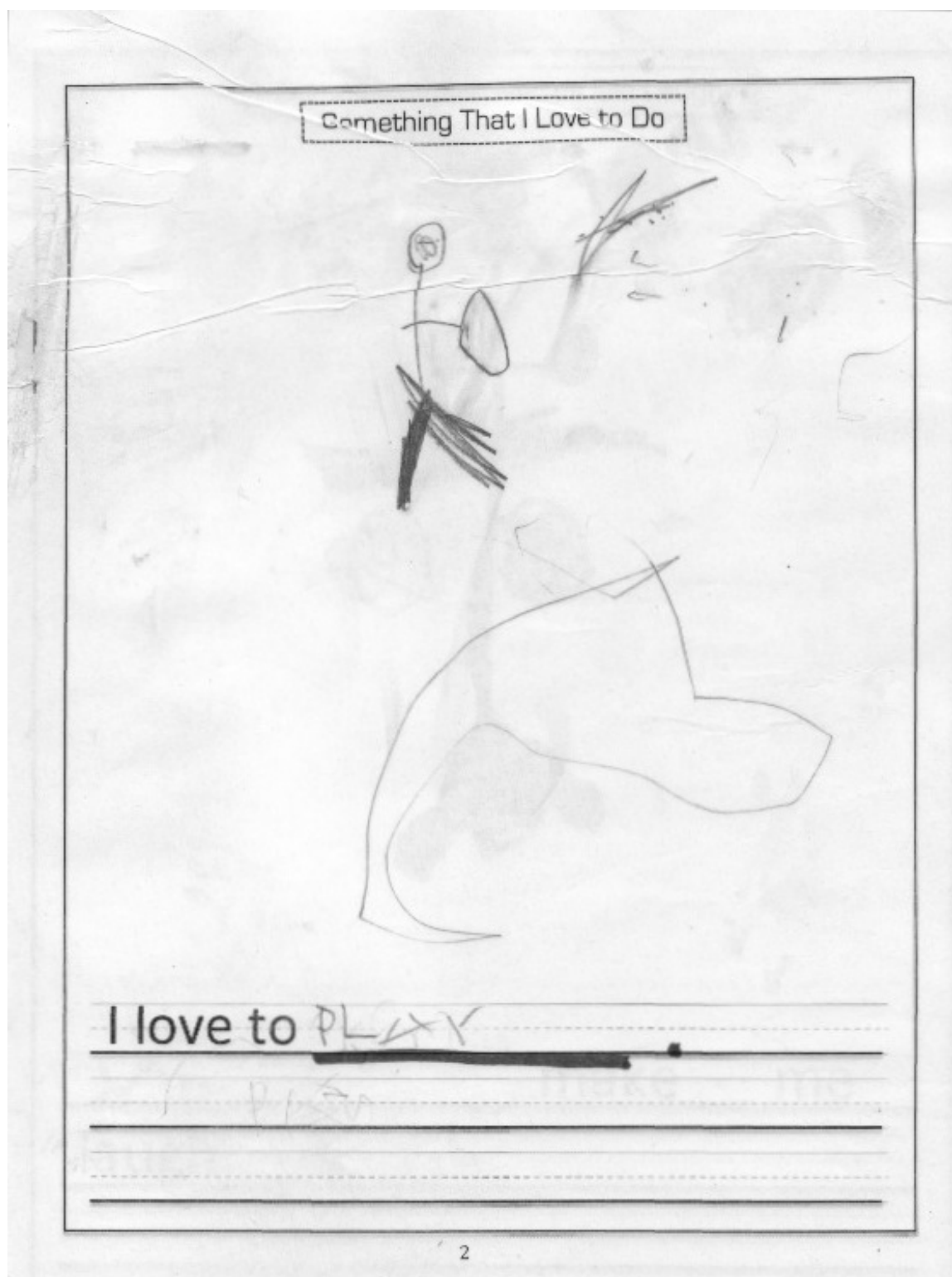


Figure 3: Page 2 of Lloyd's *All About Me* book.

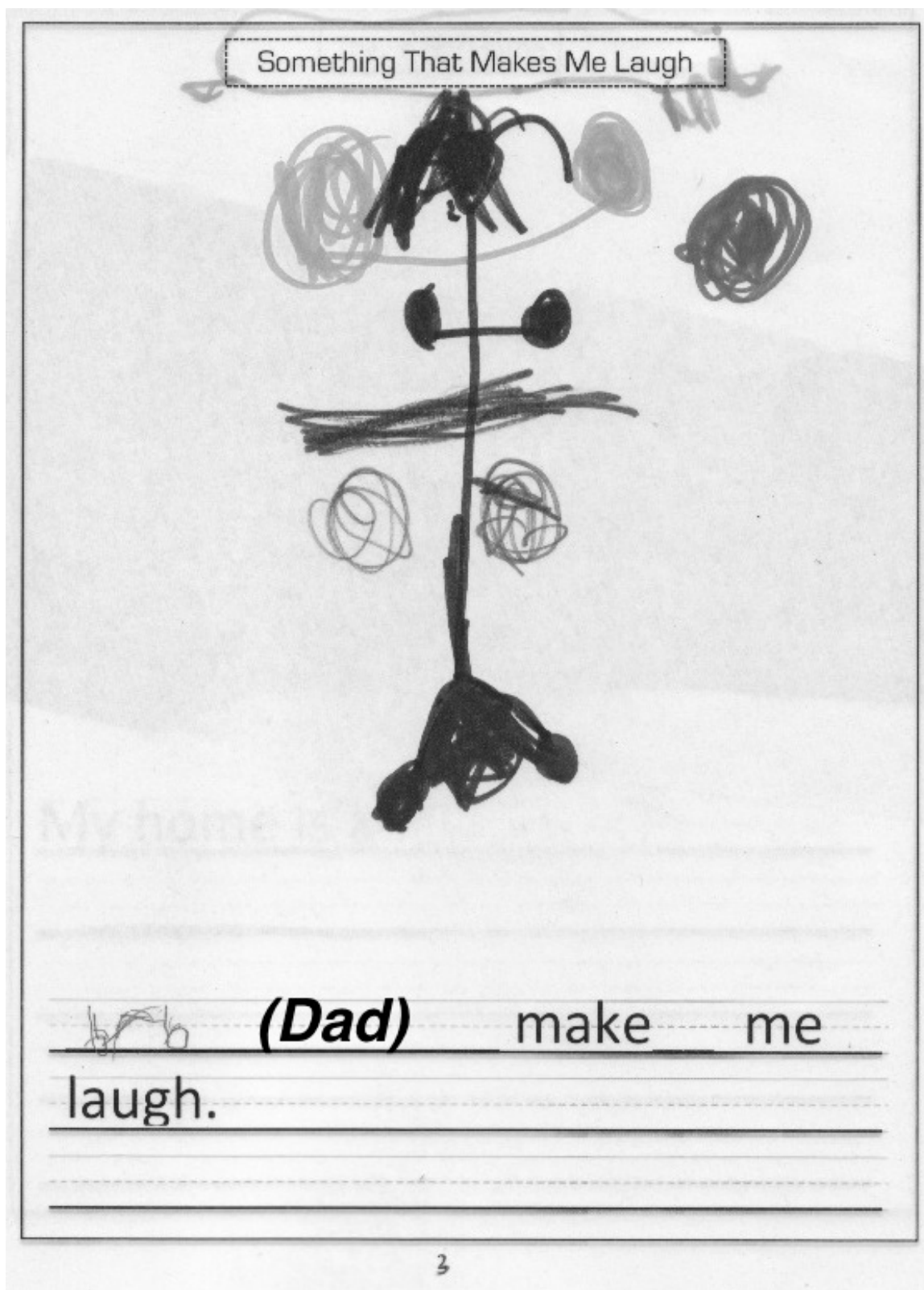


Figure 4: Page 3 of Lloyd's *All About Me* book.

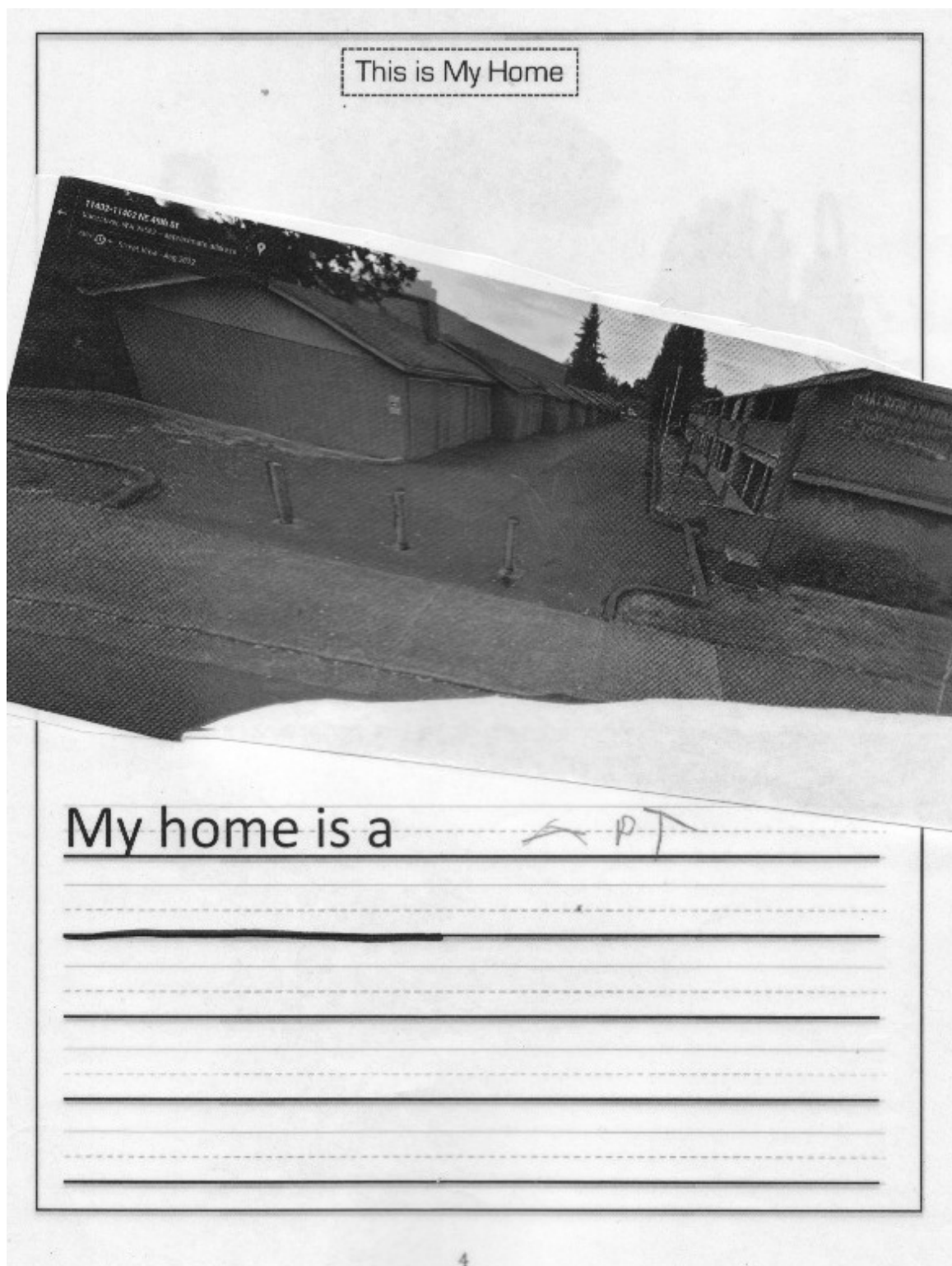


Figure 5: Page 4 of Lloyd's *All About Me* book.

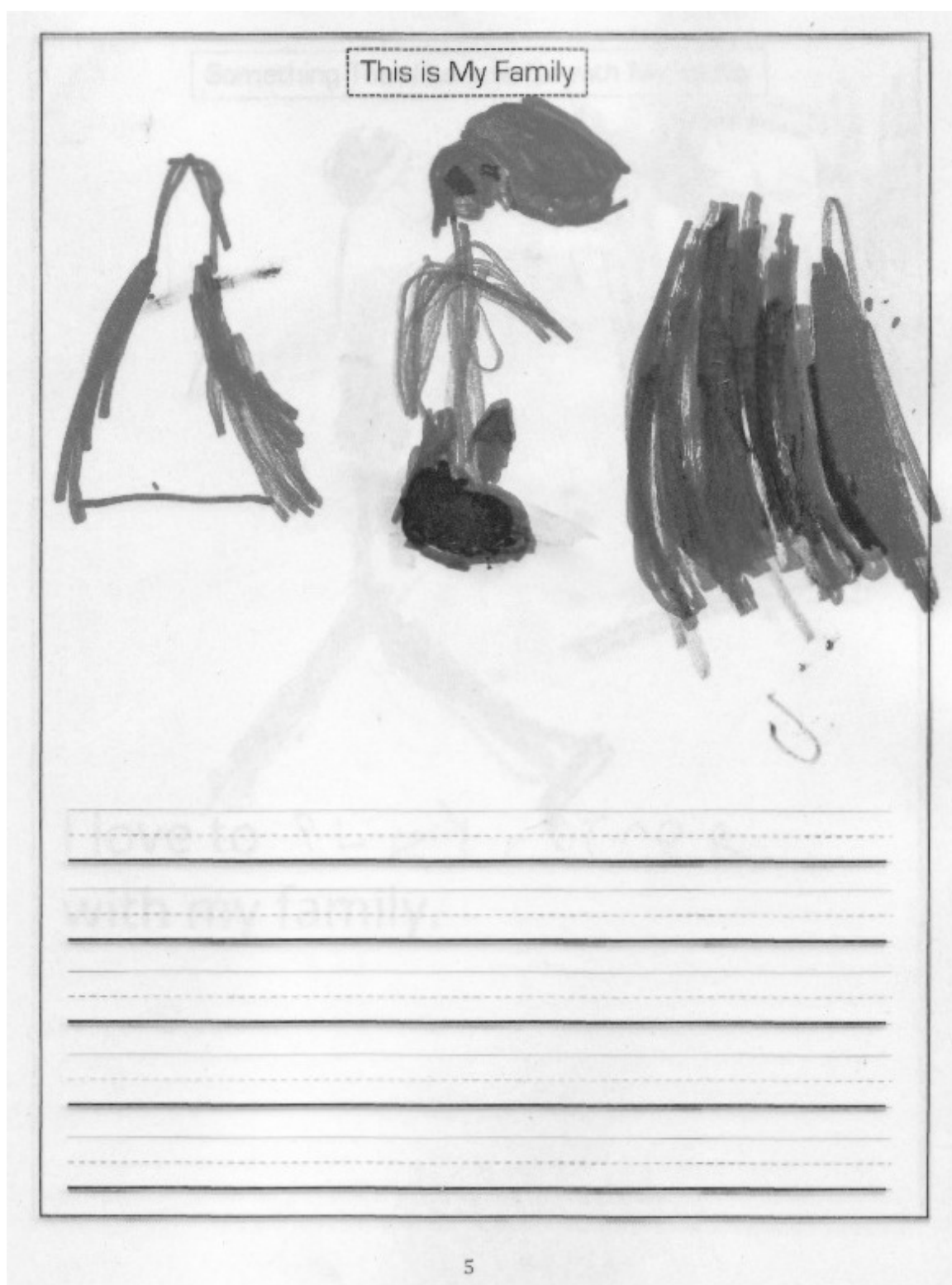


Figure 6: Page 5 of Lloyd's *All About Me* book.

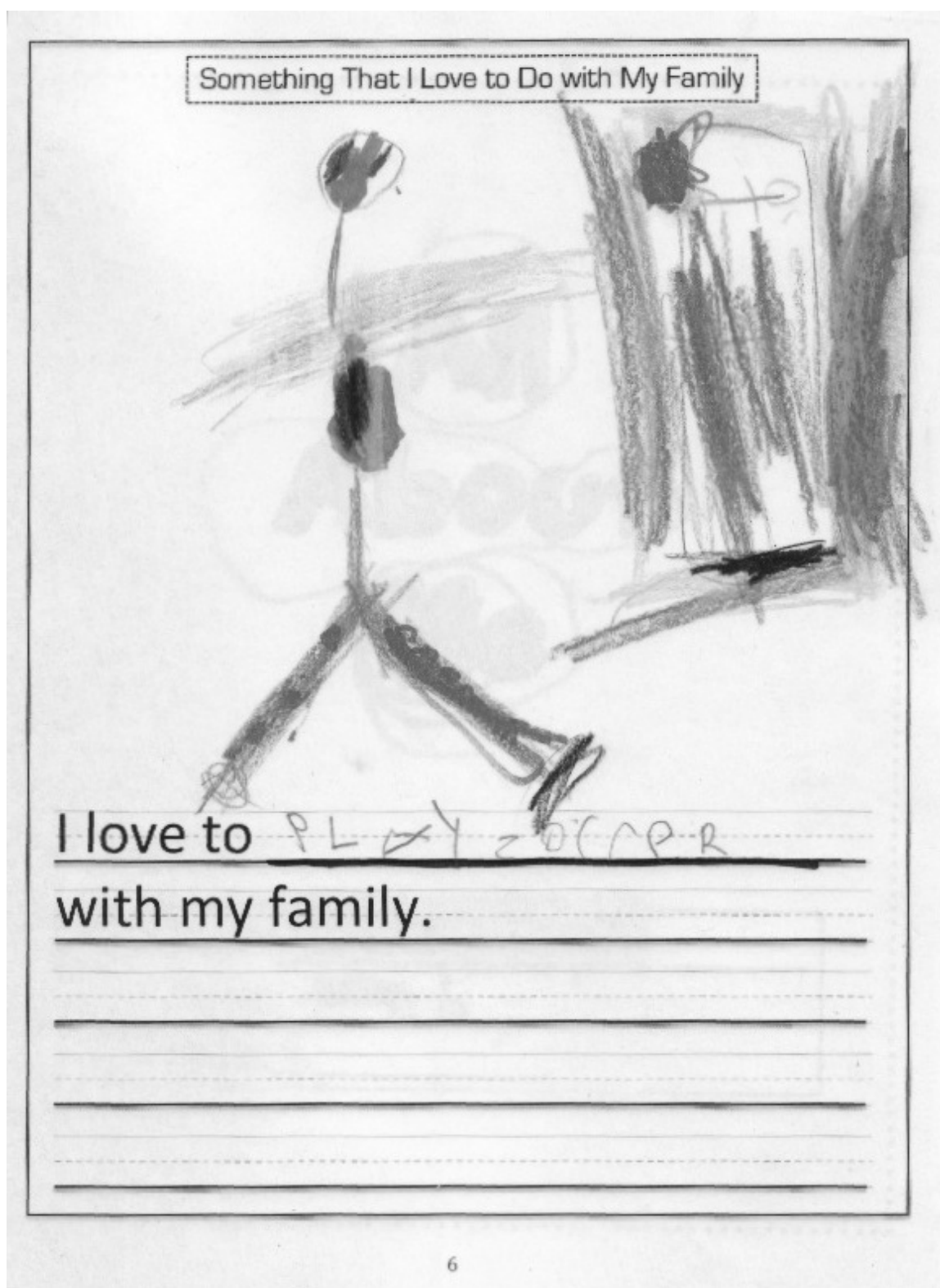


Figure 7: Page 6 of Lloyd's *All About Me* book.

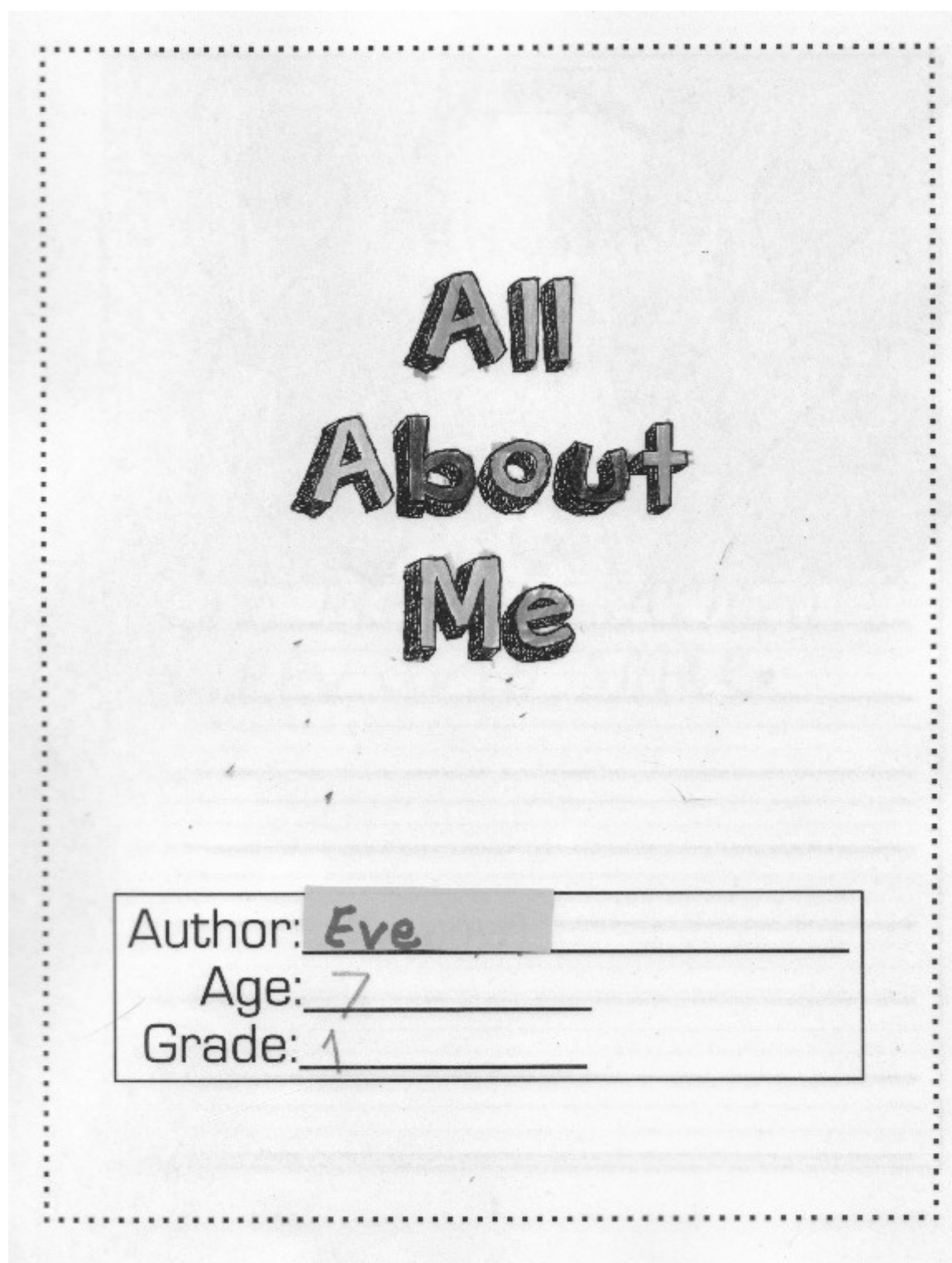


Figure 8: Cover page of Eve's *All About Me* book.



Figure 9: Page 1 of Eve's *All About Me* book.



Figure 10: Page 2 of Eve's *All About Me* book.

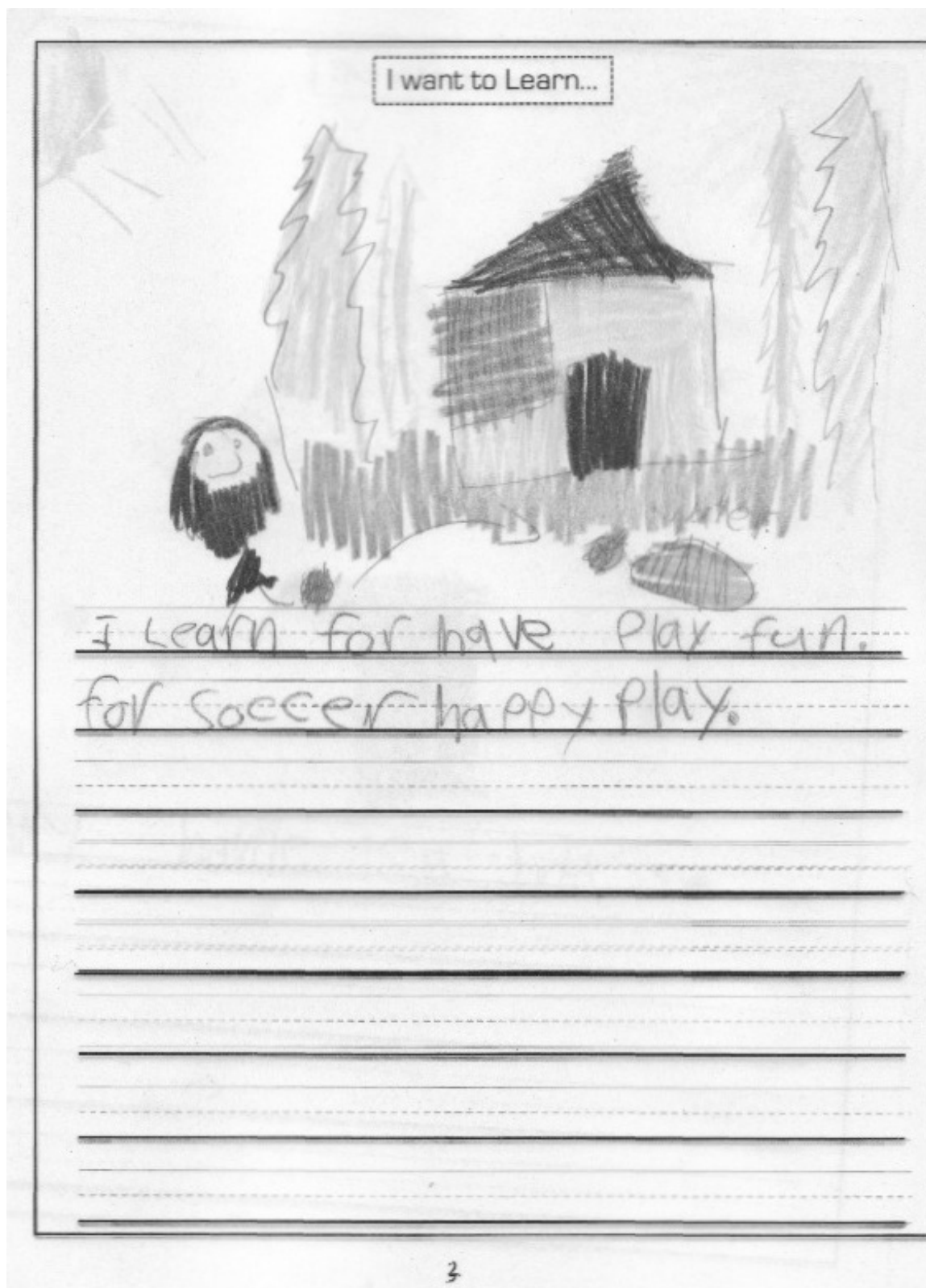


Figure 11: Page 3 of Eve's *All About Me* book.



Figure 12: Page 4 of Eve's *All About Me* book.

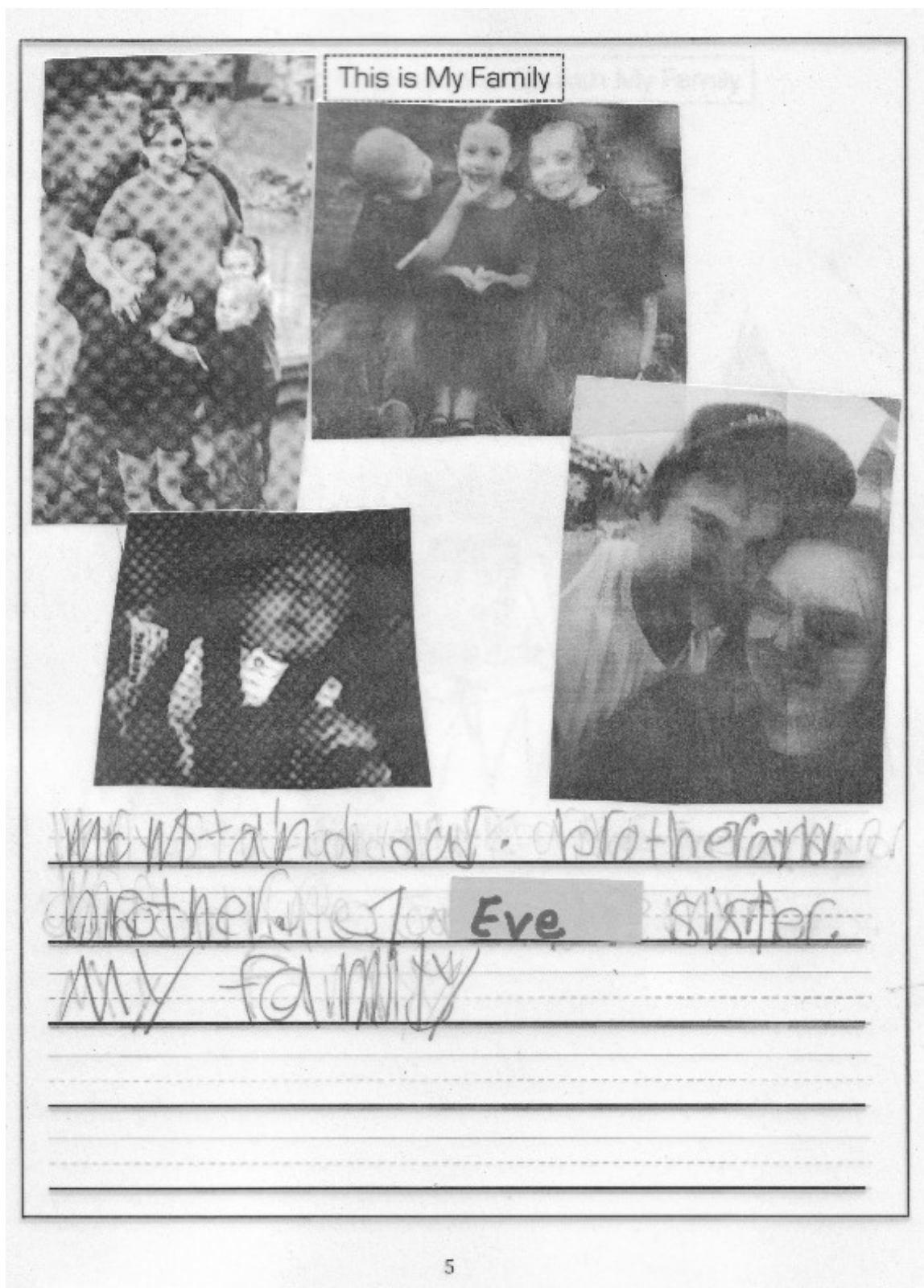


Figure 13: Page 5 of Eve's *All About Me* book.

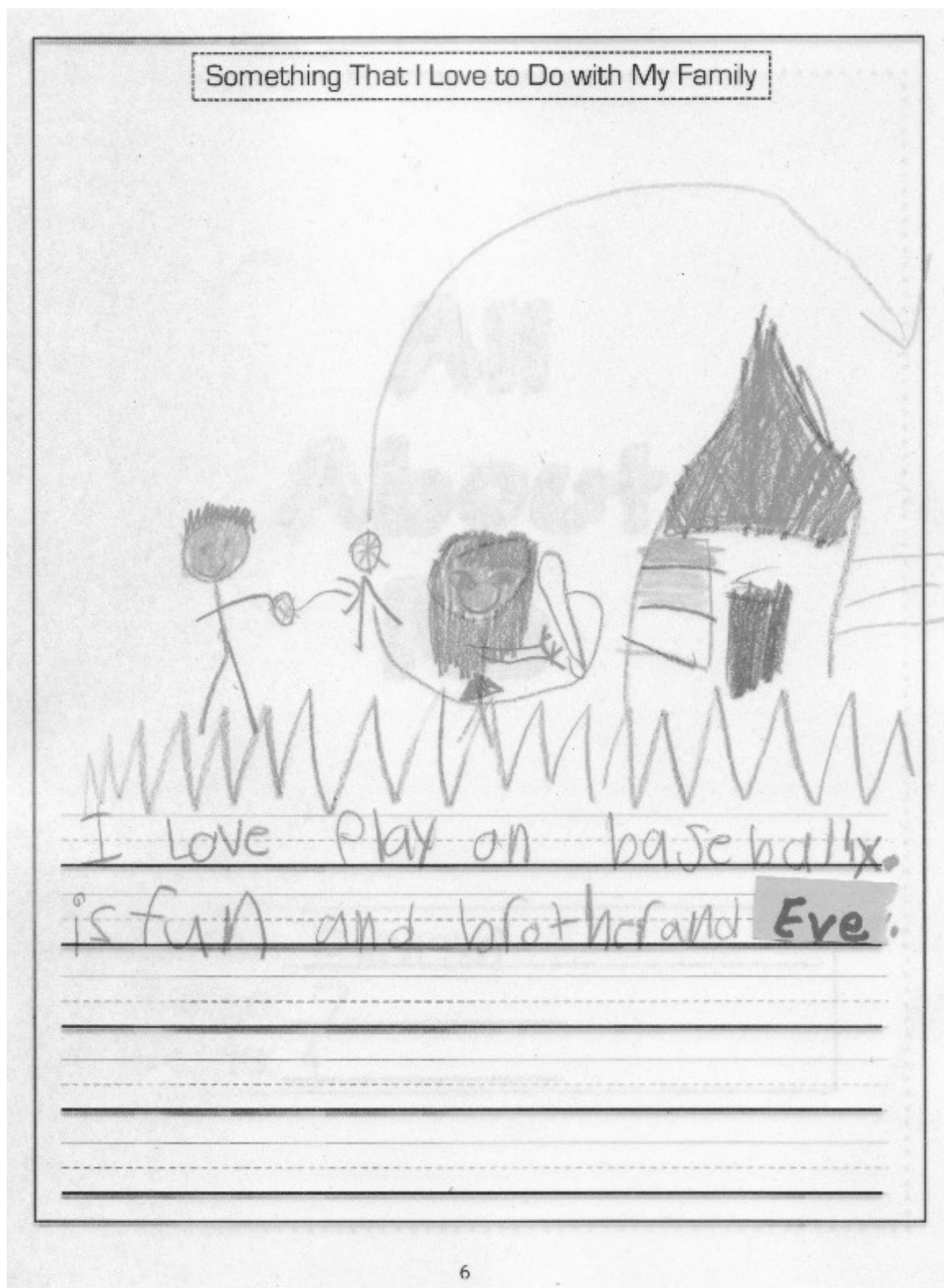


Figure 14: Page 6 of Eve's *All About Me* book.

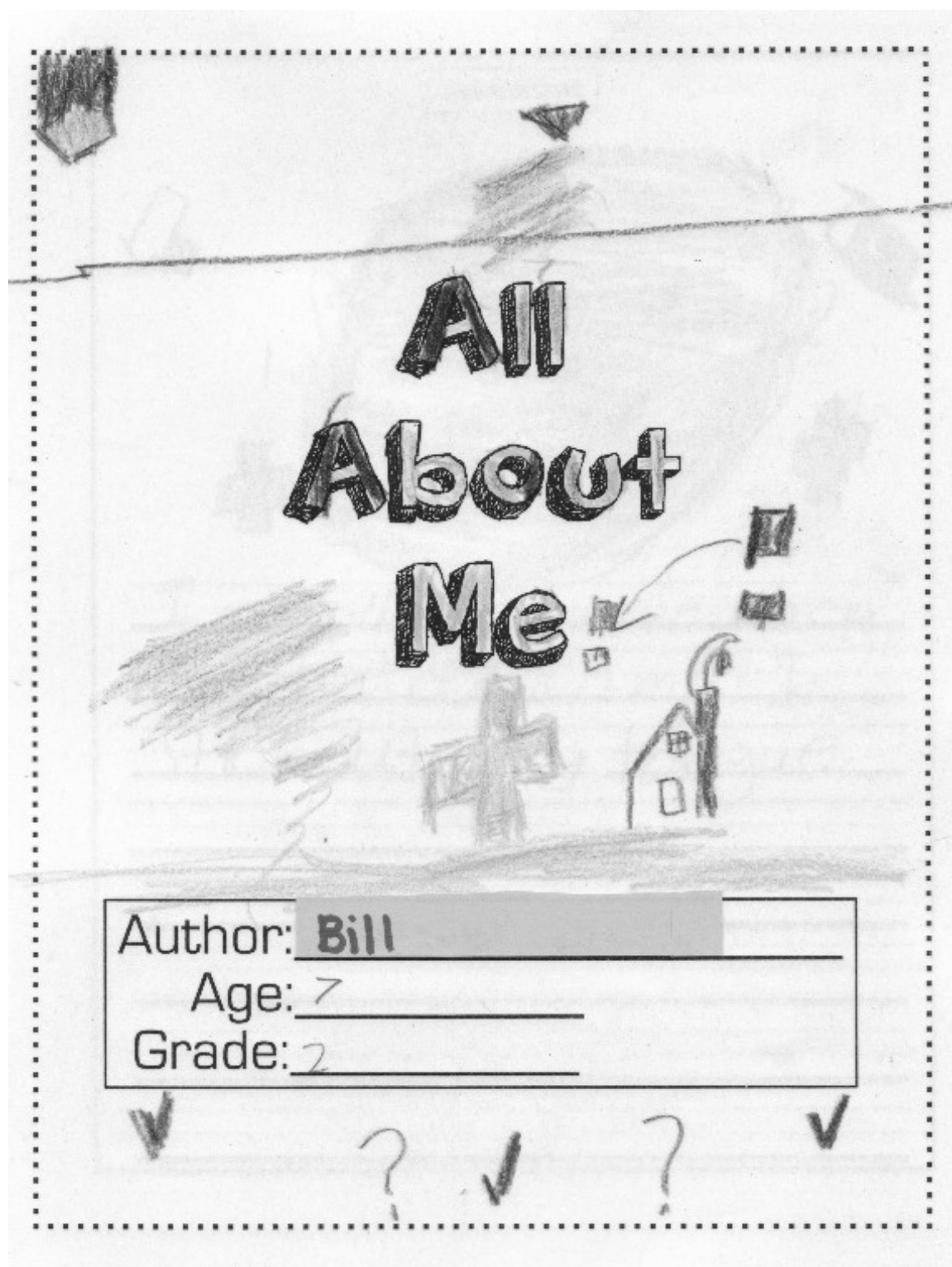


Figure 15: Cover page of Bill's *All About Me* book.

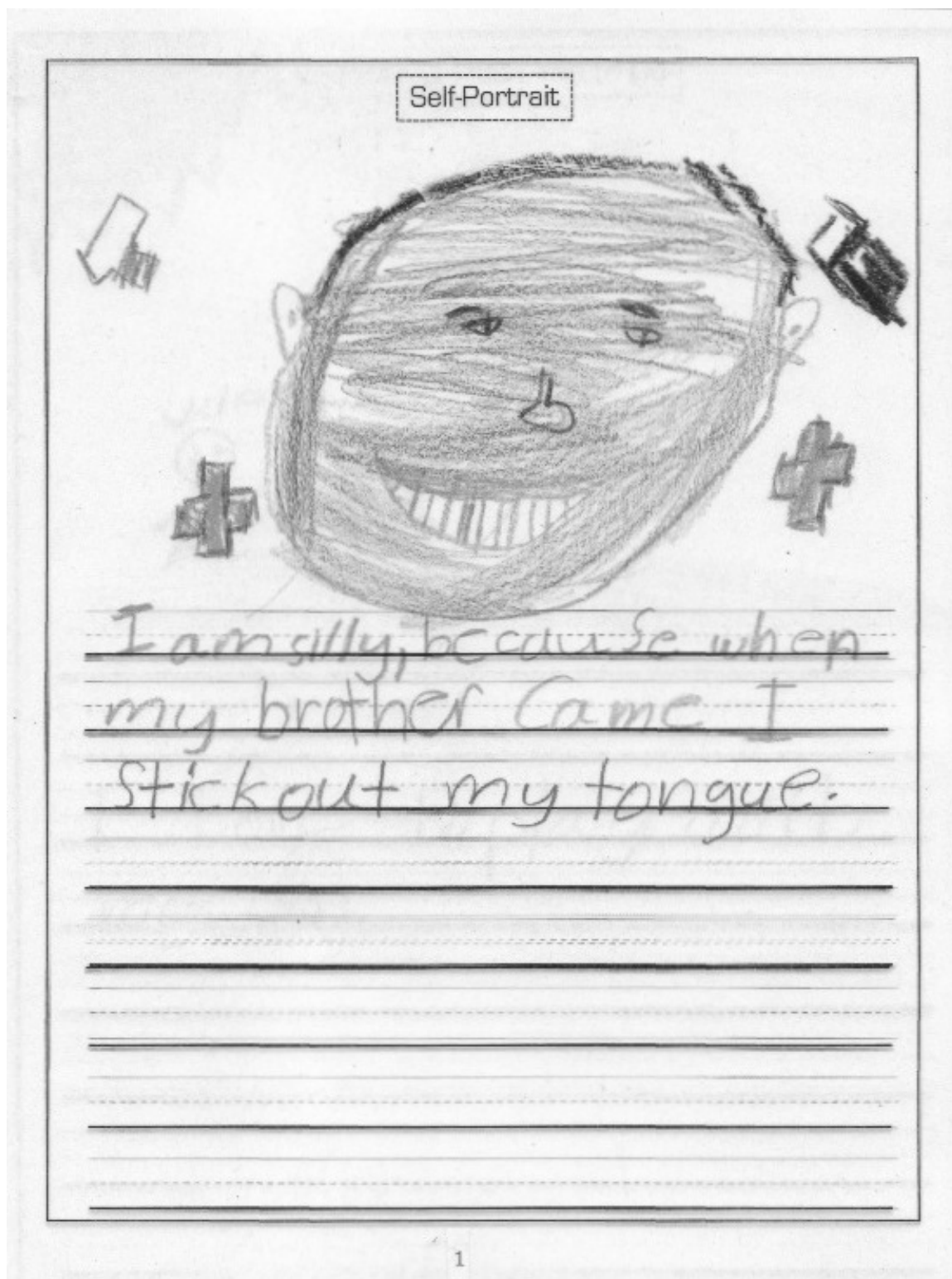


Figure 16: Page 1 of Bill's *All About Me* book.

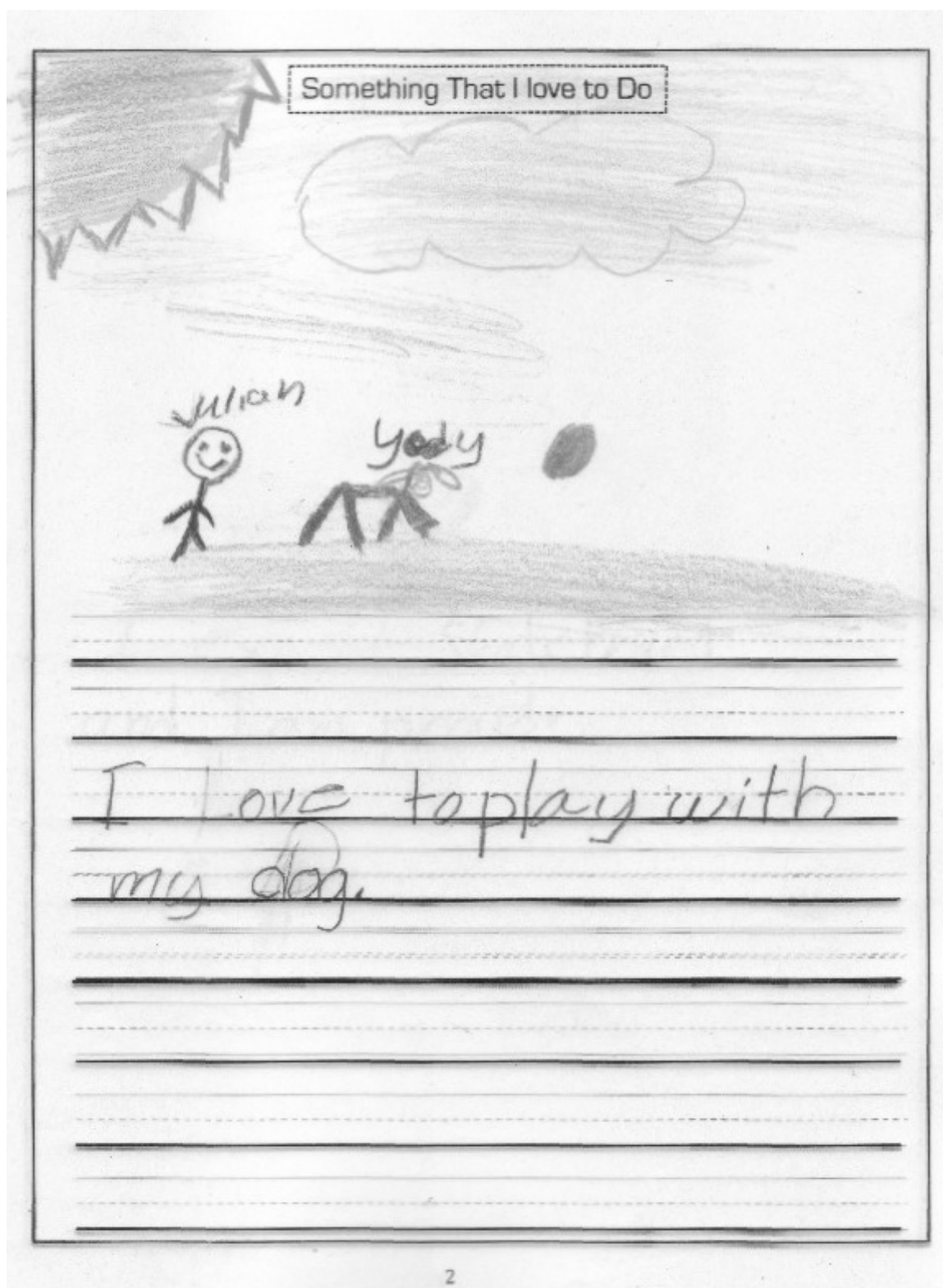


Figure 17: Page 2 of Bill's *All About Me* book.

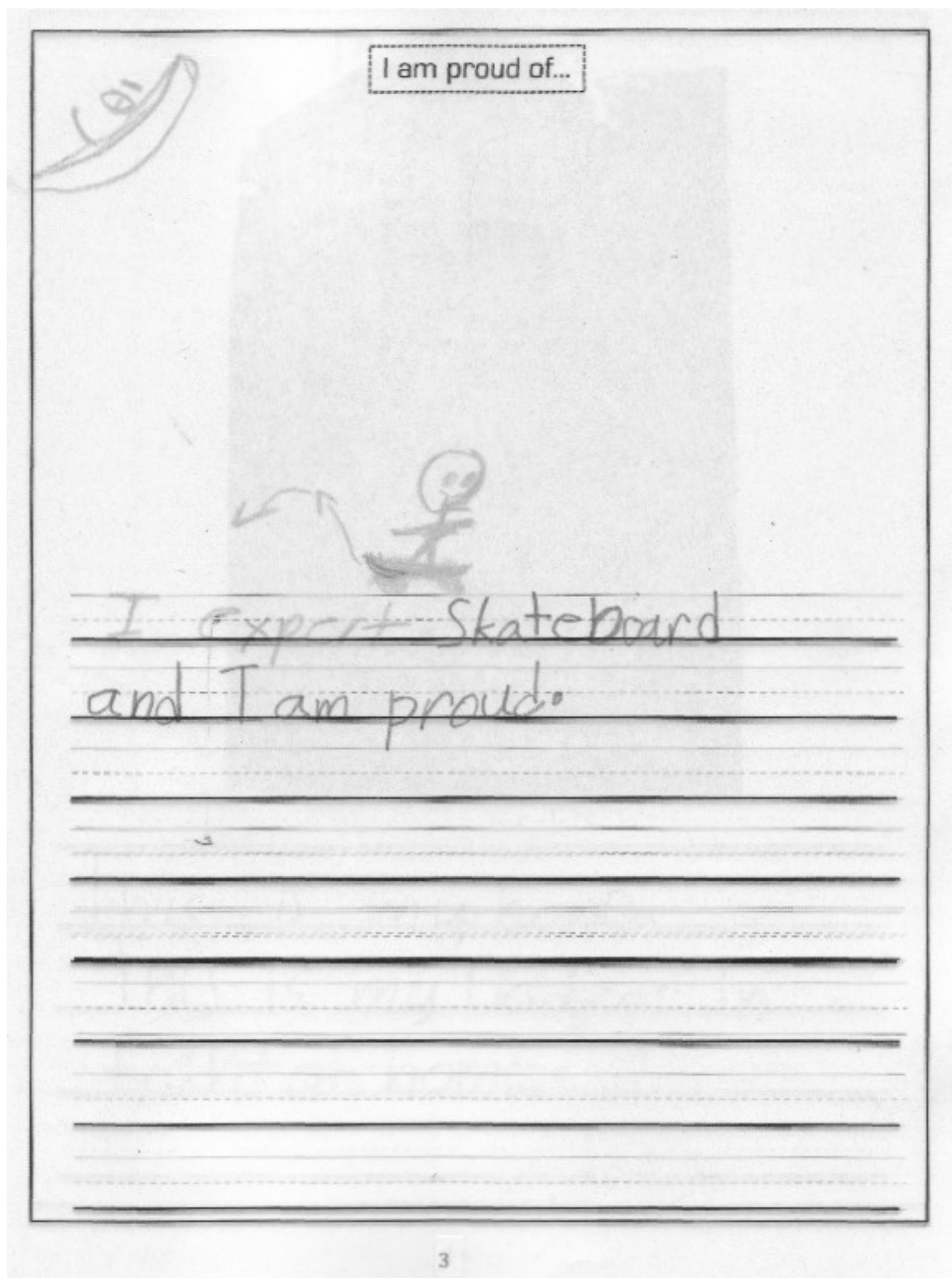


Figure 18: Page 3 of Bill's *All About Me* book.

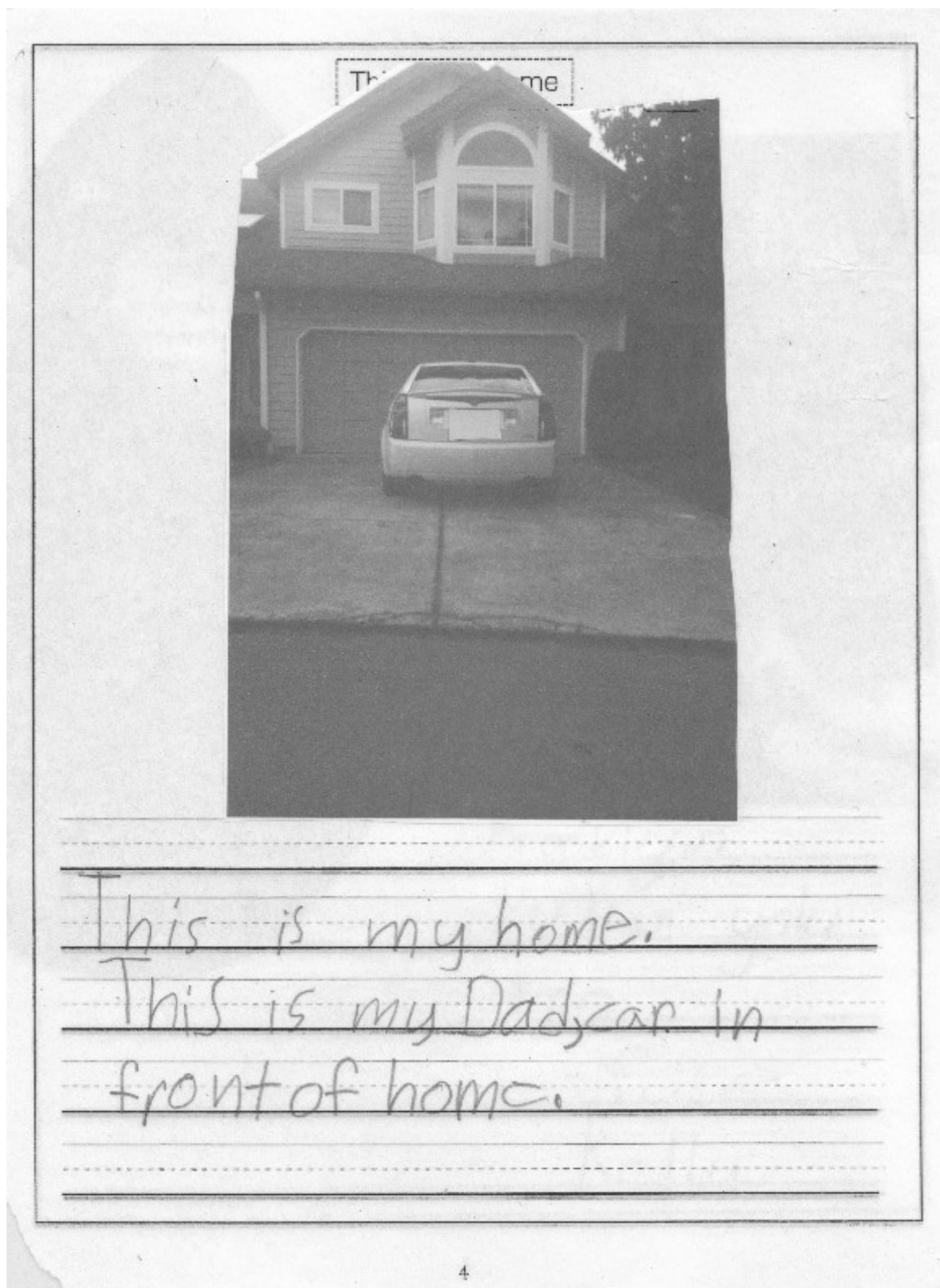


Figure 19: Page 4 of Bill's *All About Me* book.

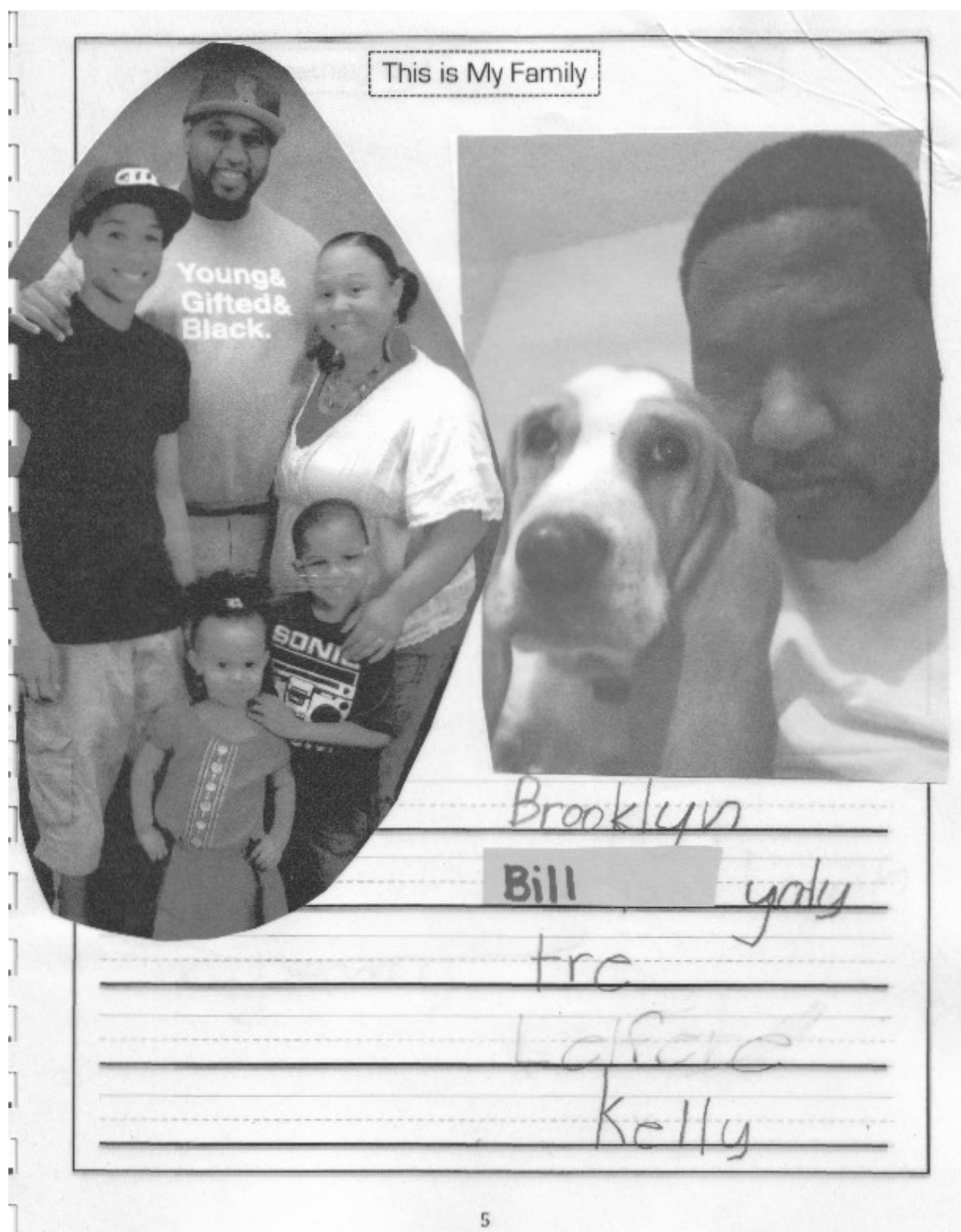


Figure 20: Page 5 of Bill's *All About Me* book.

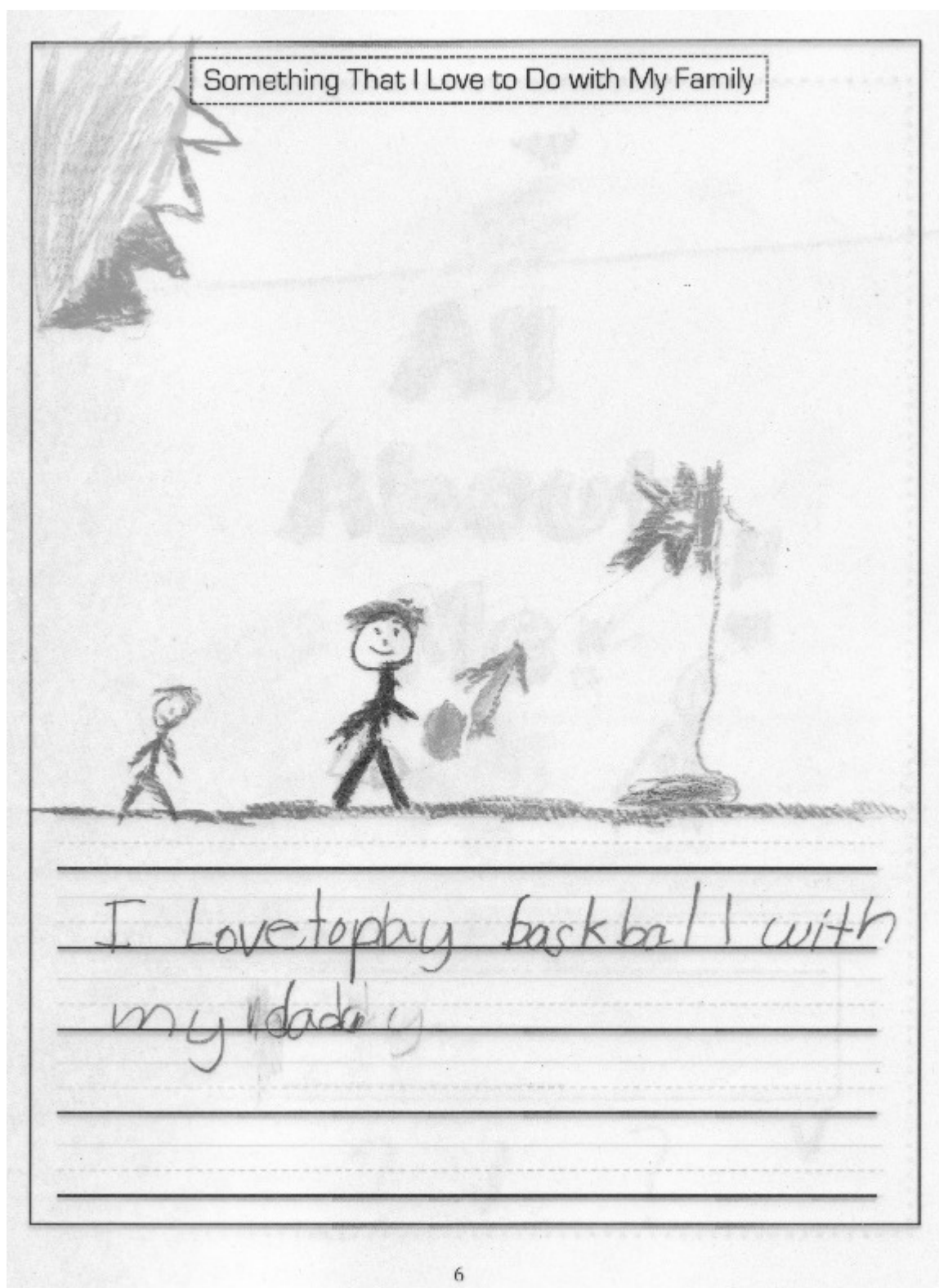


Figure 21: Page 6 of Bill's *All About Me* book.



Narrator

Donald

Sue

Figure 22: Shel Silverstein's poem *Deaf Donald*, color-coded to distinguish the characters of narrator, Donald, and Sue.

This copy of the poem was retrieved from <http://lifeandink.com/2013/04/30/lifeink-celebrates-1000-awesome-things-autism-positivity-2013/>

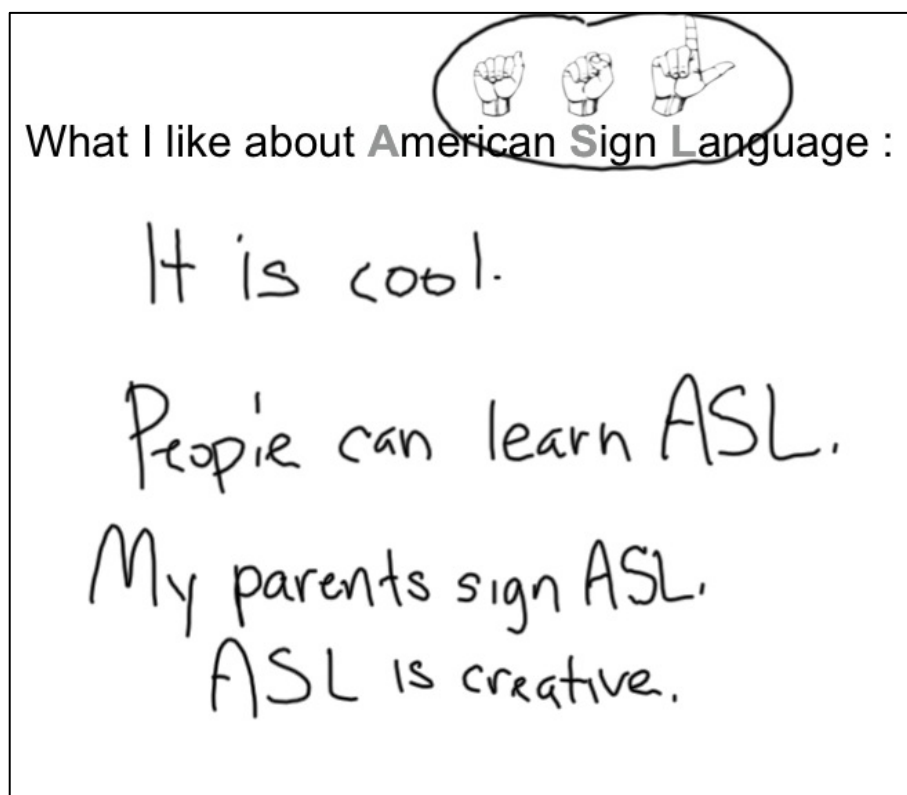


Figure 23: Students' responses when asked what they like about ASL during *Unit 1, Lesson 2: Find Someone Who...*

What can **Donald** and **Sue** do to **communicate**?

paper and pen- 2

iPhone- 2

gestures- 2

ASL classes- 2

Figure 24: List of communication methods that Donald and Sue (the characters in Shel Silverstein's poem, *Deaf Donald*) could use to overcome their language barrier, as discussed during *Unit 2, Lesson 1: Deaf Donald*.

Facts and Myths



Fact : something that is true because of evidence.



Myth: something that some people believe but is **not** a **fact**.

Figure 25: Definitions for the words, “fact” and “myth” in *Unit 2, Lesson 2: Debunking Myths*.

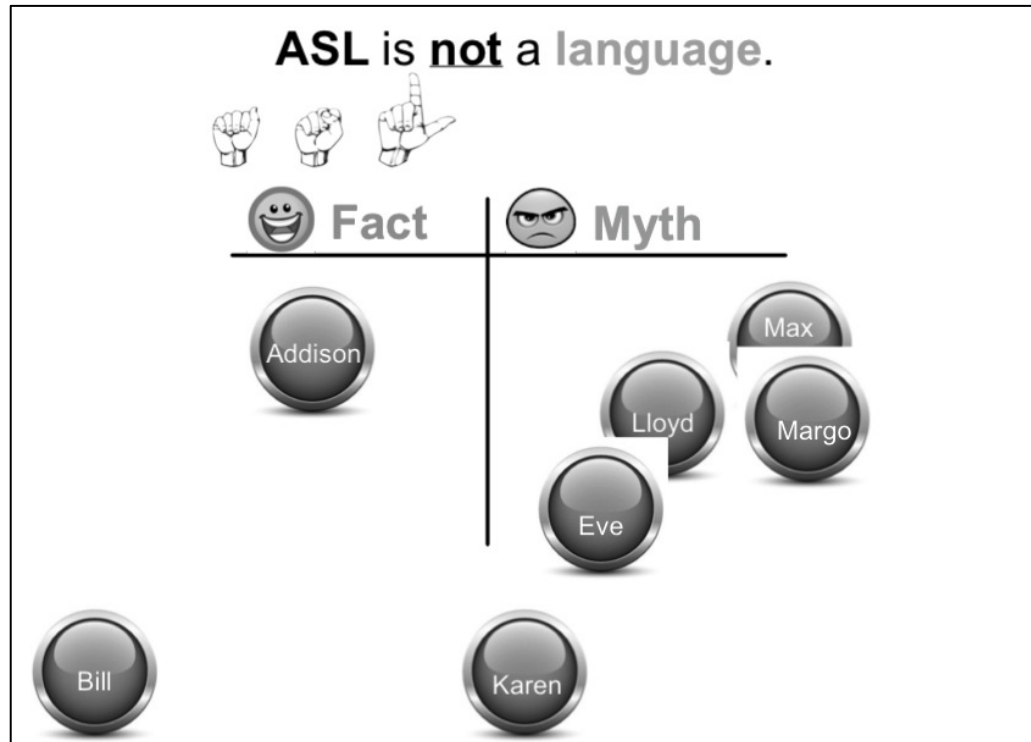


Figure 26: Students cast votes to determine whether it is a fact or a myth that ASL is not a language during *Unit 2, Lesson 2: Debunking Myths*.

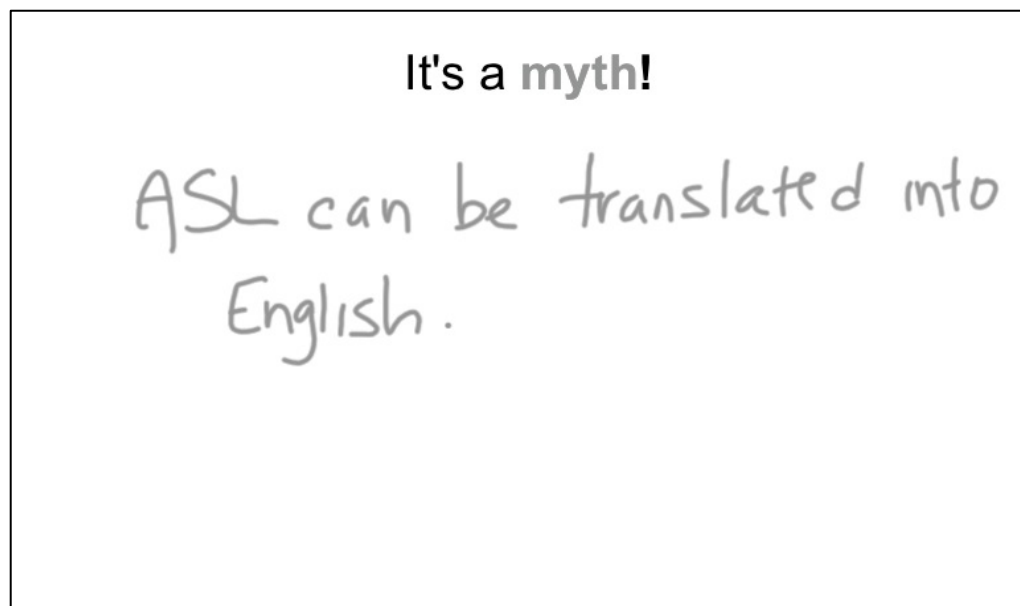


Figure 27: Students debunked the myth that ASL is not a language. They proved that 1) they can understand and express themselves in ASL and 2) ASL can be translated into English, during our class discussion in *Unit 2, Lesson 2: Debunking Myths*.

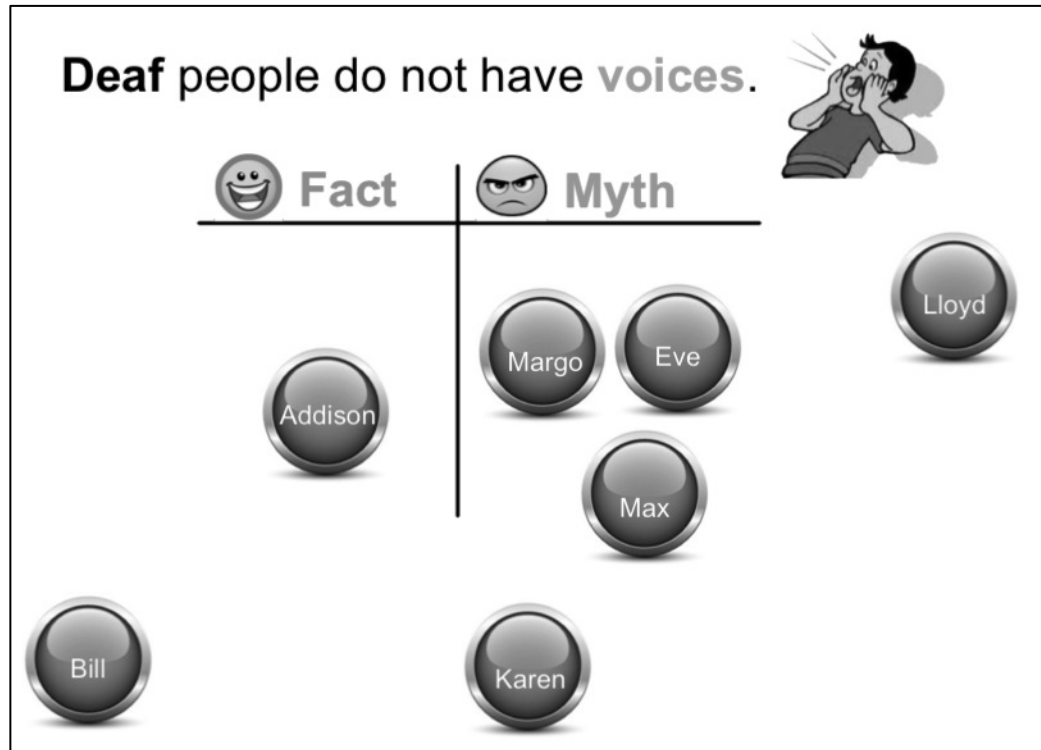


Figure 28: Students cast votes to determine whether it is a fact or a myth that Deaf people do not have voices during *Unit 2, Lesson 2: Debunking Myths*.

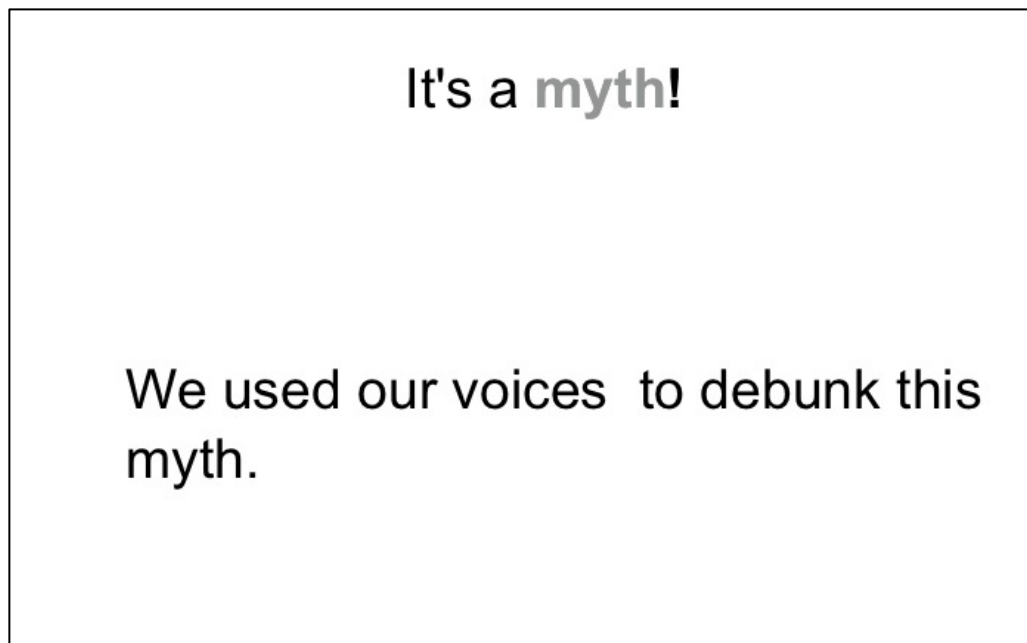


Figure 29: Students debunked the myth that Deaf people do not have voices by proving that everyone in the classroom has voices, during *Unit 2 Lesson 2: Debunking Myths*.

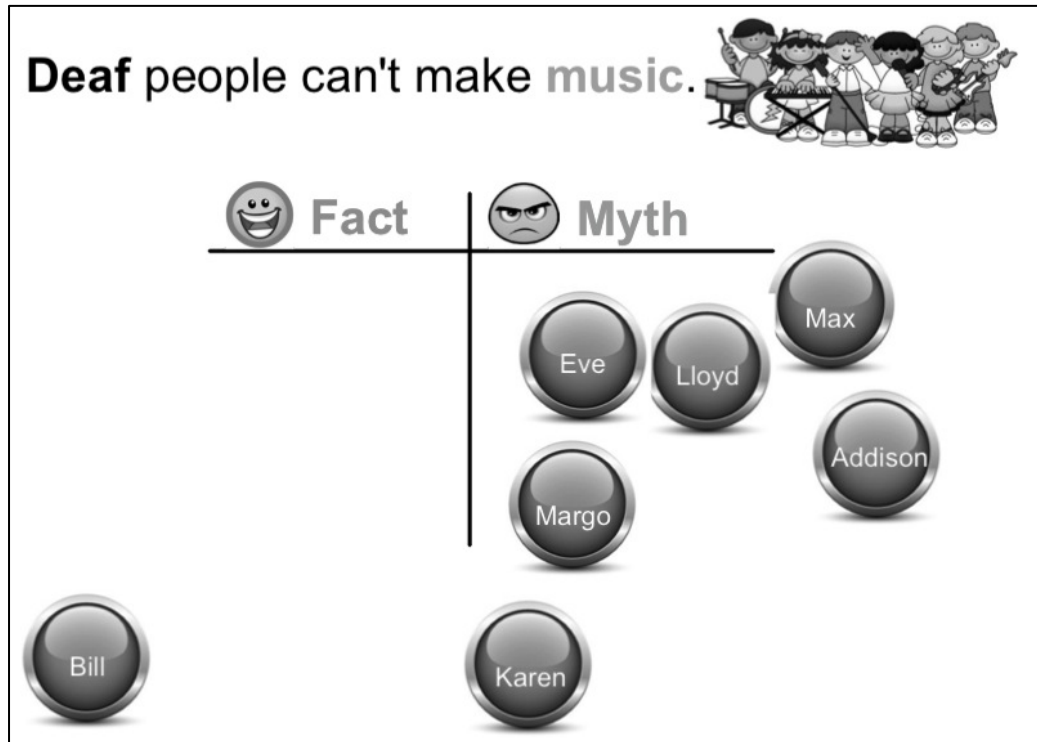


Figure 30: Students cast votes to determine whether it is a fact or a myth that Deaf people can't make music during *Unit 2, Lesson 2: Debunking Myths*.



Figure 31: Students debunked the myth that Deaf people can't make music using the example of Deaf hip-hop artist Sean Forbes during *Unit 2, Lesson 2: Debunking Myths*.

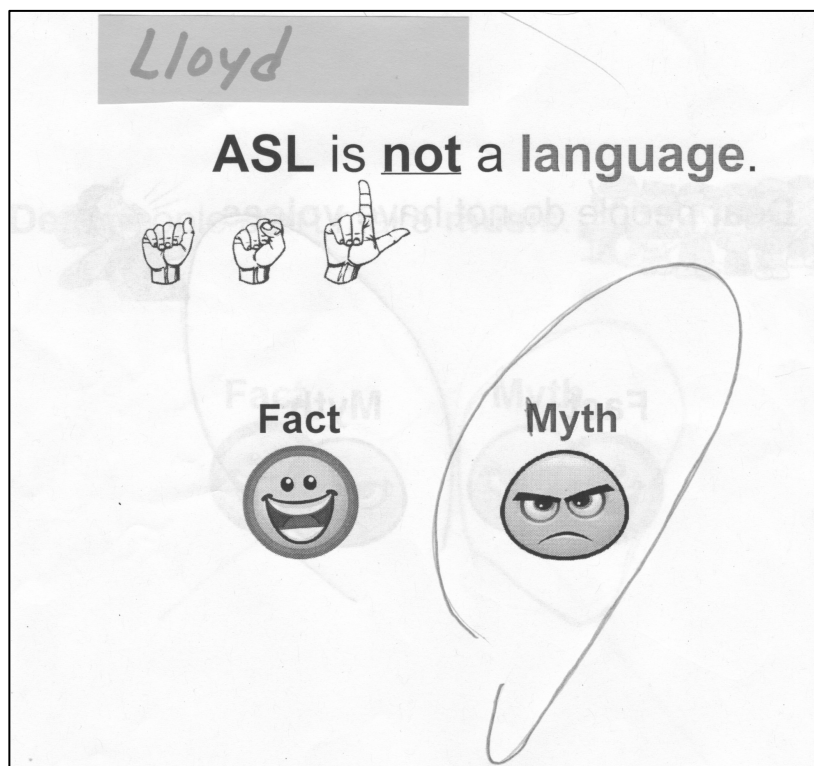


Figure 32: Page 1 of Lloyd's *Myths About Deaf People* worksheet packet, completed at the end of Unit 2, Lesson 2: *Debunking Myths*.

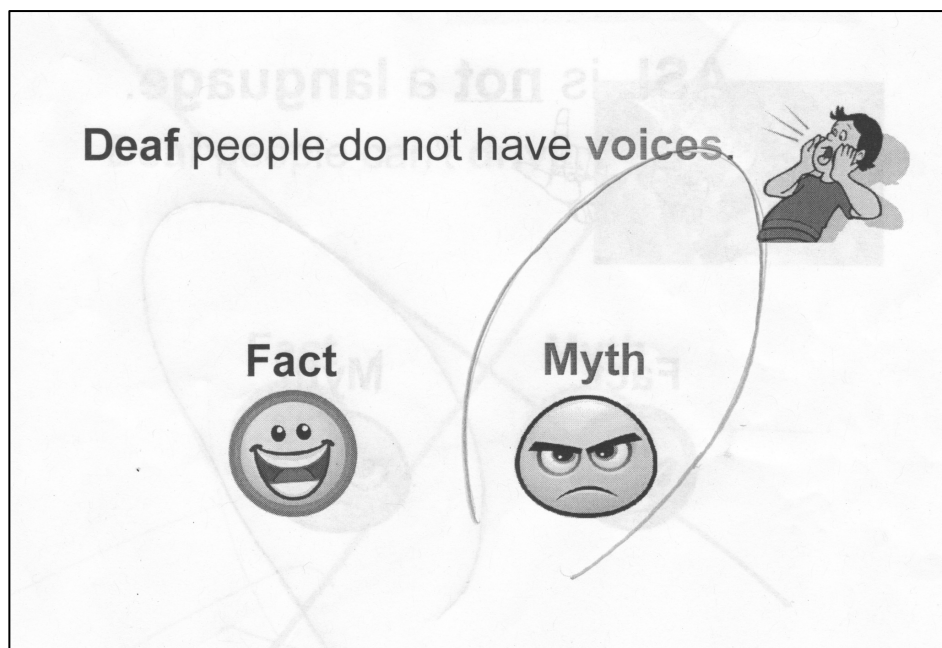


Figure 33: Page 2 of Lloyd's *Myths About Deaf People* worksheet packet, completed at the end of Unit 2, Lesson 2: *Debunking Myths*.

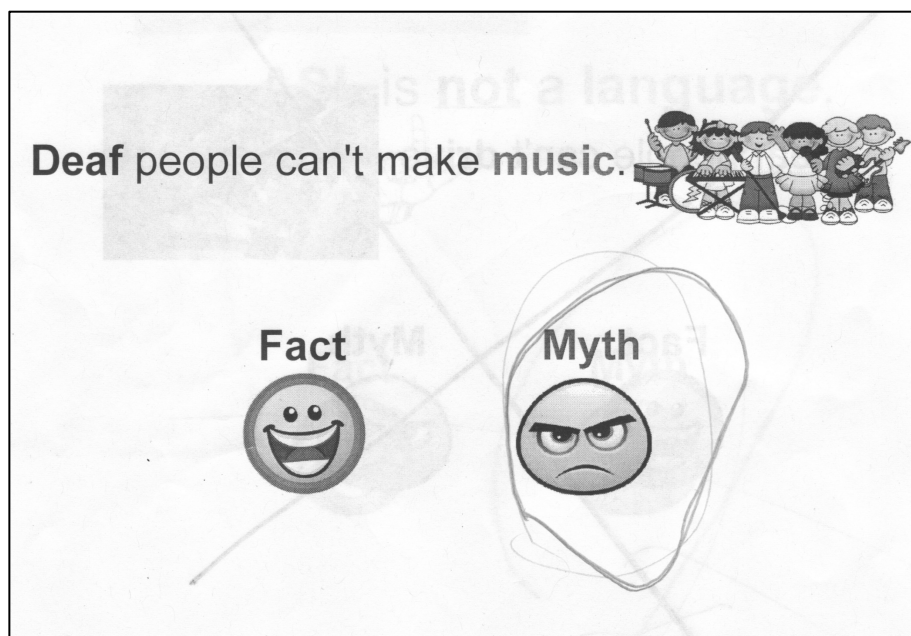



Figure 34: Page 3 of Lloyd's *Myths About Deaf People* worksheet packet, completed at the end of Unit 2, Lesson 2: *Debunking Myths*.

Max


ASL is not a language.



This is a myth because

(myth)

Figure 35: Page 1 of Max's *Myths About Deaf People* worksheet packet, completed at the end of Unit 2, Lesson 2: *Debunking Myths*.

Deaf people do not have voices. 


This is a myth because

because Courtney can hear

Deaf.

(because Courtney can Deaf)

Figure 36: Page 2 of Max's *Myths About Deaf People* worksheet packet, completed at the end of Unit 2, Lesson 2: *Debunking Myths*.

Deaf people can't make music. 

This is a myth because


I see the man Sean Forbes

(I see the man Sean Forbes).

Figure 37: Page 3 of Max's *Myths About Deaf People* worksheet packet, completed at the end of Unit 2, Lesson 2: *Debunking Myths*.

Margo

ASL is a language.




This is a Fact because

ASL can use language

_____.

Figure 38: Page 1 of Margo's *Myths About Deaf People* worksheet packet, completed at the end of Unit 2, Lesson 2: *Debunking Myths*.

Deaf people do not have voices.



This is a Fact because

Deaf people can have

voices

_____.

Figure 39: Page 2 of Margo's *Myths About Deaf People* worksheet packet, completed at the end of Unit 2, Lesson 2: *Debunking Myths*.

Deaf people can make music.



This is a myth because

Some Deaf people

Figure 40: Page 3 of Margo's *Myths About Deaf People* worksheet packet, completed at the end of Unit 2, Lesson 2: *Debunking Myths*.

Appendix C

Deaf Awareness and Attitude Survey Findings and Teacher Rubrics

Table 1: Summary of findings from the *Deaf Awareness & Attitude Survey* interviews administered on 4/24/14, prior to the curriculum implementation.

Deaf Awareness	Yes	No	Don't Know / Unsure	Extended responses/comments
Identifies as Deaf	Eve; Bill; Max	Margo; Karen; Lloyd	Addison	Addison: "I'm Deaf and hearing." Karen: "I'm hearing."
Has Deaf family members	Eve	Addison; Margo; Karen; Bill; Max; Lloyd		Eve: "My baby brother is Deaf and has a cochlear implant." Bill: "No. They're all hearing."
Knows that not all people are Deaf	Addison; Eve; Margo; Karen; Lloyd; Bill; Max			Addison: "Some. Half."
Knows and/or explains what "Deaf" means.	Addison; Bill	Eve	Margo; Karen; Lloyd; Max	Addison: "Can't talk." Bill: "Deaf means you always sign, never talk."
Knows what ASL means (or stands for)	Addison; Lloyd		Eve; Margo; Karen; Bill; Max	Addison: "Formal signing." Margo: "S stands for sign." Lloyd: "Sign stories." Max: "Using expression."
Uses ASL with family	Eve; Karen; Lloyd; Bill; Max; Margo	Addison		Addison "I sign with my mom." Eve: "I sign a little with mom." Margo: "I sign a little bit with mom." Lloyd: "Dad talks, and my family talks. I don't understand [them]." Bill: "But sometimes my family sign and talk at the same time." Max: I use ASL with my [hearing] cousin."
Uses ASL with friends	Karen; Bill	Addison; Eve; Margo; Lloyd; Max		Addison "I talk with friends." Eve: "I talk with 1 boy and 2 girls." Margo: "I talk with friends." Bill: "Some are Deaf, some are hearing, some know ASL." Max: "I talk with friends and my cousin David."

Table 1: Summary of findings from the *Deaf Awareness & Attitude Survey* interviews administered on 4/24/14, prior to the curriculum implementation, continued.

Knows that not all people use ASL	Eve; Margo; Karen; Lloyd; Bill; Max		Addison	Addison: "Kind of" Eve: "Hearing people [don't use ASL.]" Margo: "I talk with friends." Max: "All people are hearing."
Deaf Attitude	Yes	No	Don't Know/ Unsure	Extended responses/comments
Is proud to be Deaf	Eve; Bill		Addison; Max	Addison: "A little bit." Bill: "I am proud to be Deaf." Max: "I am Deaf." *Question was not posed to those who did not identify as Deaf.
Likes using ASL	Addison; Eve; Margo; Karen; Bill; Max	Lloyd		
Likes using ASL in front of family	Karen; Bill	Addison; Eve; Margo; Lloyd; Max		Eve: "No. I can't. They say, 'What's that [sign]?' They don't know." Margo: "My family doesn't sign."
Likes using ASL in front of friends (outside of school)	Karen; Max	Addison; Eve; Lloyd; Bill	Margo	Eve: "No. I can't. They say, 'What's that [sign]?' They don't know." Margo: "I like using ASL with friends in school." Bill: "I don't like talking with hearing friends. I always teach my hearing friends [sign]."
Wants to learn about 'all things Deaf'	Eve; Margo; Bill; Max	Karen; Lloyd	Addison	Addison: "A little bit." Lloyd: "No, because I said so."
Wants to teach others about 'all things Deaf'	Margo; Karen; Lloyd; Bill; Max		Addison	Addison: "Kind of." Eve didn't the understand question. Karen didn't understand the question. Bill: "Sometimes I want to teach."

Table 2: Lloyd's *All About Me* book presentation score.

<div style="border: 1px solid black; padding: 5px; text-align: center;"> "All About Me" Book Presentation Rubric </div>				
Name of student: <u>Lloyd (K)</u> Score <u>11</u> / <u>16</u>				
	4	3	2	1
ASL clarity <i>could not understand. I sign he used to describe what his dad does</i>	Signs clearly and distinctly all (100-95%) and uses all signs correctly.	Signs clearly and distinctly all (100-95%) the time, but uses one erroneous sign.	Signs clearly and distinctly most (94-85%) of the time, but uses two or three erroneous signs.	Often does not sign clearly and distinctly and uses three or more erroneous signs.
Posture and eye contact	Stands up straight, looks relaxed and confident. Establishes eye contact with the audience during the presentation.	Stands up straight and establishes eye contact with the audience during the presentation.	Sometimes stands up straight and establishes eye contact with the audience.	Slouches and/or does not establish eye contact during the presentation.
Presentation of content <i>- occasionally looked to classroom aide for help.</i>	Shows full understanding of the topic: presents the book with no English-to-ASL translation errors.	Shows a good understanding of the topic: presents the book with only one English-to-ASL translation error.	Shows a good understanding of parts of the topic: presents the book with two or three English-to-ASL translation errors. <i>could not always read his own writing.</i>	Does not seem to understand the topic very well: presents the book with three or more English-to-ASL translation errors.
Enthusiasm	Facial expressions and body language generate a strong interest and enthusiasm about the topic in others.	Facial expressions and body language sometimes generate a strong interest and enthusiasm about the topic in others.	Facial expressions and body language are used to try to generate enthusiasm, but seem somewhat faked.	Very little use of facial expressions or body language. Did not generate much interest in topic being presented.

Table 3: Lloyd's *All About Me* book writing scores.

6-Trait Assessment for Beginning Writers				
1 EXPERIMENTING	2 EMERGING	3 DEVELOPING	4 CAPABLE	5 EXPERIENCED
Lloyd				
IDEAS — Uses scribbles for writing — Dictates labels or a story — Shapes that look like letters — Line forms that imitate text — Writes letters randomly	IDEAS — Some recognizable words present — Labels pictures — Uses drawings that show detail — Pictures are supported by some words	IDEAS — Attempts a story or to make a point — Illustration supports the writing — Meaning of the general idea is recognizable/understandable — Some ideas clear but some are still fuzzy	IDEAS — Writing tells a story or makes a point — Illustration (if present) enhances the writing — Idea is generally on topic — Details are present but not developed (lists)	IDEAS — Presents a fresh/original idea — Topic is narrowed and focused — Develops one clear, main idea — Uses interesting, important details for support — Writer understands topic well
ORGANIZATION — Ability to order or group not yet present — No sense of beginning or end — Connections between ideas are confusing	ORGANIZATION — No title (if requested) — Experiments with beginnings — Begins to group like-words/pictures — Transitions or evidence of sequencing are haphazard	ORGANIZATION — A title is present (if requested) — Limited transitions present — Beginning but no ending except "The End" — Attempts at sequencing and transitions	ORGANIZATION — An appropriate title is present (if requested) — Attempts transitions from sentence to sentence — Beginning works well and attempts an ending — Logical sequencing — Key ideas begin to surface	ORGANIZATION — An original title is present (if requested) — Transitions connect main ideas — The opening attracts — An effective ending is tried — Easy to follow — Important ideas stand out
VOICE — Communicates feeling with size, color, shape, line in drawing or letter imitation — Work is similar to everyone else's — Unclear response to task — Awareness of audience not present	VOICE — Hints of voice present in words and phrases — Looks different from most others — Energy/mood is present — Treatment of topic predictable — Audience is fuzzy—could be anybody, anywhere	VOICE — Expresses some predictable feelings — Moments of individual sparkle, but then hides — Repetition of familiar ideas reduces energy — Awareness that the writing will be read by someone else — Reader has limited connection to writer	VOICE — Writing is individual and expressive — Individual perspective becomes evident — Personal treatment of a standard topic — Writes to convey a story or idea to the reader — Attempts non-standard point of view	VOICE — Uses text to elicit a variety of emotions — Takes some risks to say more than what is expected — Point of view is evident — Writes with a clear sense of audience — Cares deeply about the topic

Table 3: Lloyd's *All About Me* book writing scores, continued.

1 EXPERIMENTING	2 EMERGING	3 DEVELOPING	4 CAPABLE	5 EXPERIENCED
WORD CHOICE <ul style="list-style-type: none"> Writes letters in strings Imitates word patterns Pictures stand for words and phrases Copies environmental print 	WORD CHOICE <ul style="list-style-type: none"> Recognizable words Environmental words used correctly Attempts at phrases Functional language 	WORD CHOICE <ul style="list-style-type: none"> General or ordinary words Attempts new words but they don't always fit Settles for the word or phrase that "will do" Big words used only to impress reader Relies on slang, clichés, or repetition 	WORD CHOICE <ul style="list-style-type: none"> Uses favorite words correctly Experiments with new and different words with some success Tries to choose words for specificity Attempts to use descriptive words to create images 	WORD CHOICE <ul style="list-style-type: none"> Everyday words used well Precise, accurate, fresh, original words Creates vivid images in a natural way Avoids repetition, clichés or vague language Attempts at figurative language
SENTENCE FLUENCY <ul style="list-style-type: none"> Mimics letters and words across the page Words stand alone Patterns for sentences not in evidence Sentence sense not yet present 	SENTENCE FLUENCY <ul style="list-style-type: none"> Strings words together into phrases Attempts simple sentences Short, repetitive sentence patterns Dialogue present but not understandable 	SENTENCE FLUENCY <ul style="list-style-type: none"> Uses simple sentences Sentences tend to begin the same Experiments with other sentence patterns Reader may have to reread to follow the meaning Dialogue present but needs interpretation 	SENTENCE FLUENCY <ul style="list-style-type: none"> Simple and compound sentences present and effective Attempts complex sentences Not all sentences begin the same Sections of writing have rhythm and flow 	SENTENCE FLUENCY <ul style="list-style-type: none"> Consistently uses sentence variety Sentence structure is correct and creative Variety of sentence beginnings Natural rhythm, cadence and flow Sentences have texture which clarify the important idea
CONVENTIONS <ul style="list-style-type: none"> Writes letter strings (pre-phonetic: dmfrkzz) Attempts to create standard letters Attempts spacing of words, letters, symbols or pictures Attempts to write left to right Punctuation, capitalization etc. not making sense, yet Student interpretation needed to understand text/pictures 	CONVENTIONS <ul style="list-style-type: none"> Attempts semi-phonetic spelling (MTR, DM-KD, etc.) Uses mixed upper and lower case letters Uses spaces between letters and words Consistently writes left to right Consistently makes effective use of top to bottom spacing Random punctuation Nonstandard grammar is common 	CONVENTIONS <ul style="list-style-type: none"> Uses phonetic spelling (MOSTR, HUMN, KLOSD, etc.) on personal words Spelling of high frequency words still spotty Uses capitals at the beginning of sentences Usually uses end punctuation correctly (17) Experiments with other punctuation Long paper may be written as one paragraph Attempts standard grammar 	CONVENTIONS <ul style="list-style-type: none"> Transitional spelling on less frequent words (MONSTUR, HUMN, CLOSED, etc.) Spelling of high frequency words usually correct Capitals at the beginning of sentences and variable use on proper nouns End punctuation is correct (17) and other punctuation is attempted (such as commas) Paragraphing variable but present Noun/pronoun agreement, verb tenses, subject/verb agreement 	CONVENTIONS <ul style="list-style-type: none"> High frequency words are spelled correctly and very close on other words Capitals used for obvious proper nouns as well as sentence beginnings Basic punctuation is used correctly and/or creatively Indents consistently to show paragraphs Shows control over standard grammar

Table 3: Lloyd's *All About Me* book writing scores, continued.

1 EXPERIMENTING	2 EMERGING	3 DEVELOPING	4 CAPABLE	5 EXPERIENCED
PRESENTATION — Letters and words are strings with no spacing — There is no consistent shape to letters — Letters are scattered randomly on the page — Pictures are placed randomly on the page — There is no connection between words and pictures	PRESENTATION — An attempt is made to group letters into words — Many letters are consistent shape, with few that are unreadable — There are some examples of letters grouped to make words — An attempt is made to group pictures with text — Some words are used to enhance the meaning of pictures, e.g., captions	PRESENTATION — Most letters and words are readable with an attempt at spacing — There are some discrepancies in letter shape, but they are easily identifiable — Letters are grouped to make distinguishable words and phrases — Placement of pictures reflects the meaning of the text — Pictures are placed with an attempt to connect them to captions or text	PRESENTATION — Words are easily readable with a consistent attempt at words spacing — Handwriting begins to show style, with consistent letter shape — An attempt is made to group words into identifiable sentences — Pictures are used to clarify meaning in text — Most pictures are located with meaningful text or captions	PRESENTATION — Style of handwriting is consistent and words evenly spaced — Letters are well-formed and easy to read — Words are grouped by sentence or paragraph for easy understanding — Pictures and maps are used effectively to enhance understanding — Pictures are located with text to create alignment and flow of meaning

starting to transition

Table 4: Eve's *All About Me* book presentation score.

<p align="center">"All About Me" Book Presentation Rubric</p>
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Name of student: Eve (1st) . Score 14 / 16

	4	3	2	1
ASL clarity	Signs clearly and distinctly all (100-95%) and uses all signs correctly.	Signs clearly and distinctly all (100-95%) the time, but uses one erroneous sign.	Signs clearly and distinctly most (94-85%) of the time, but uses two or three erroneous signs.	Often does not sign clearly and distinctly and uses three or more erroneous signs.
Posture and eye contact	Stands up straight, looks relaxed and confident. Establishes eye contact with the audience during the presentation.	Stands up straight and establishes eye contact with the audience during the presentation.	Sometimes stands up straight and establishes eye contact with the audience.	Slouches and/or does not establish eye contact during the presentation.
Presentation of content	Shows full understanding of the topic: presents the book with no English-to-ASL translation errors.	Shows a good understanding of the topic: presents the book with only one English-to-ASL translation error.	Shows a good understanding of parts of the topic: presents the book with two or three English-to-ASL translation errors.	Does not seem to understand the topic very well: presents the book with three or more English-to-ASL translation errors.
Enthusiasm <i>a bit shy</i>	Facial expressions and body language generate a strong interest and enthusiasm about the topic in others.	Facial expressions and body language sometimes generate a strong interest and enthusiasm about the topic in others.	Facial expressions and body language are used to try to generate enthusiasm, but seem somewhat faked.	Very little use of facial expressions or body language. Did not generate much interest in topic being presented.

Table 5: Eve's *All About Me* book writing scores.

6-Trait Assessment for Beginning Writers				
1 EXPERIMENTING	2 EMERGING	3 DEVELOPING	4 CAPABLE	5 EXPERIENCED
IDEAS <ul style="list-style-type: none"> — Uses scribbles for writing — Dictates labels or a story — Shapes that look like letters — Line forms that imitate text — Writes letters randomly 	IDEAS <ul style="list-style-type: none"> — Some recognizable words present — Labels pictures — Uses drawings that show detail — Pictures are supported by some words 	IDEAS <ul style="list-style-type: none"> — Attempts a story or to make a point — Illustration supports the writing — Meaning of the general idea is recognizable/understandable — Some ideas clear but some are still fuzzy 	IDEAS <ul style="list-style-type: none"> — Writing tells a story or makes a point — Illustration (if present) enhances the writing — Idea is generally on topic — Details are present but not developed (lists) 	IDEAS <ul style="list-style-type: none"> — Presents a fresh/original idea — Topic is narrowed and focused — Develops one clear, main idea — Uses interesting, important details for support — Writer understands topic well
ORGANIZATION <ul style="list-style-type: none"> — Ability to order or group not yet present — No sense of beginning or end — Connections between ideas are confusing 	ORGANIZATION <ul style="list-style-type: none"> — No title (if requested) — Experiments with beginnings — Begins to group like-words/pictures — Transitions or evidence of sequencing are haphazard 	ORGANIZATION <ul style="list-style-type: none"> — A title is present (if requested) — Limited transitions present — Beginning but no ending except "The End" — Attempts at sequencing and transitions 	ORGANIZATION <ul style="list-style-type: none"> — An appropriate title is present (if requested) — Attempts transitions from sentence to sentence — Beginning works well and attempts an ending — Logical sequencing — Key ideas begin to surface 	ORGANIZATION <ul style="list-style-type: none"> — An original title is present (if requested) — Transitions connect main ideas — The opening attracts — An effective ending is tried — Easy to follow — Important ideas stand out
VOICE <ul style="list-style-type: none"> — Communicates feeling with size, color, shape, line in drawing or letter imitation — Work is similar to everyone else's — Unclear response to task — Awareness of audience not present 	VOICE <ul style="list-style-type: none"> — Hints of voice present in words and phrases — Looks different from most others — Energy/mood is present — Treatment of topic predictable — Audience is fuzzy—could be anybody, anywhere 	VOICE <ul style="list-style-type: none"> — Expresses some predictable feelings — Moments of individual sparkle, but then hides — Repetition of familiar ideas reduces energy — Awareness that the writing will be read by someone else — Reader has limited connection to writer 	VOICE <ul style="list-style-type: none"> — Writing is individual and expressive — Individual perspective becomes evident — Personal treatment of a standard topic — Writes to convey a story or idea to the reader — Attempts non-standard point of view 	VOICE <ul style="list-style-type: none"> — Uses text to elicit a variety of emotions — Takes some risks to say more than what is expected — Point of view is evident — Writes with a clear sense of audience — Cares deeply about the topic

Table 5: Eve's *All About Me* book writing scores, continued.

1 EXPERIMENTING	2 EMERGING	3 DEVELOPING	4 CAPABLE	5 EXPERIENCED
WORD CHOICE <ul style="list-style-type: none"> Writes letters in strings Imitates word patterns Pictures stand for words and phrases Copies environmental print 	WORD CHOICE <ul style="list-style-type: none"> Recognizable words Environmental words used correctly Attempts at phrases Functional language 	WORD CHOICE <ul style="list-style-type: none"> General or ordinary words Attempts new words but they don't always fit Settles for the word or phrase that "will do" Big words used only to impress reader Relies on slang, clichés, or repetition 	WORD CHOICE <ul style="list-style-type: none"> Uses favorite words correctly Experiments with new and different words with some success Tries to choose words for specificity Attempts to use descriptive words to create images 	WORD CHOICE <ul style="list-style-type: none"> Everyday words used well Precise, accurate, fresh, original words Creates vivid images in a natural way Avoids repetition, clichés or vague language Attempts at figurative language
SENTENCE FLUENCY <ul style="list-style-type: none"> Mimics letters and words across the page Words stand alone Patterns for sentences not in evidence Sentence sense not yet present 	SENTENCE FLUENCY <ul style="list-style-type: none"> Strings words together into phrases Attempts simple sentences Short, repetitive sentence patterns Dialogue present but not understandable 	SENTENCE FLUENCY <ul style="list-style-type: none"> Uses simple sentences Sentences tend to begin the same Experiments with other sentence patterns Reader may have to reread to follow the meaning Dialogue present but needs interpretation 	SENTENCE FLUENCY <ul style="list-style-type: none"> Simple and compound sentences present and effective Attempts complex sentences Not all sentences begin the same Sections of writing have rhythm and flow 	SENTENCE FLUENCY <ul style="list-style-type: none"> Consistently uses sentence variety Sentence structure is correct and creative Variety of sentence beginnings Natural rhythm, cadence and flow Sentences have texture which clarify the important idea
CONVENTIONS <ul style="list-style-type: none"> Writes letter strings (pre-phonetic: dmRozz) Attempts to create standard letters Attempts spacing of words, letters, symbols or pictures Attempts to write left to right Attempts to write top/down Punctuation, capitalization etc. not making sense, yet Student interpretation needed to understand text/pictures 	CONVENTIONS <ul style="list-style-type: none"> Attempts semi-phonetic spelling (MTR, UM, KD, etc.) Uses mixed upper and lower case letters Uses spaces between letters and words Consistently writes left to right Consistently makes effective use of top to bottom spacing Random punctuation Nonstandard grammar is common 	CONVENTIONS <ul style="list-style-type: none"> Uses phonetic spelling (MOSTR, HUMN, KLOSD, etc.) on personal words Spelling of high frequency words still spotty Uses capitals at the beginning of sentences Usually uses end punctuation correctly (, ! ?) Experiments with other punctuation Long paper may be written as one paragraph Attempts standard grammar 	CONVENTIONS <ul style="list-style-type: none"> Transitional spelling on less frequent words (MONSTUR, HUMUN, CLOSED, etc.) Spelling of high frequency words usually correct Capitals at the beginning of sentences and variable use on proper nouns End punctuation is correct (, ! ?) and other punctuation is attempted (such as commas) Paragraphing variable but present Noun/pronoun agreement, verb tenses, subject/verb agreement 	CONVENTIONS <ul style="list-style-type: none"> High frequency words are spelled correctly and very close on other words Capitals used for obvious proper nouns as well as sentence beginnings Basic punctuation is used correctly and/or creatively Indents consistently to show paragraphs Shows control over standard grammar

Table 5: Eve's *All About Me* book writing scores, continued.

1 EXPERIMENTING	2 EMERGING	3 DEVELOPING	4 CAPABLE	5 EXPERIENCED
PRESENTATION — Letters and words are strings with no spacing — There is no consistent shape to letters — Letters are scattered randomly on the page — Pictures are placed randomly on the page — There is no connection between words and pictures	PRESENTATION — An attempt is made to group letters into words — Many letters are consistent shape, with few that are unreadable — There are some examples of letters grouped to make words — An attempt is made to group pictures with text — Some words are used to enhance the meaning of pictures, e.g., captions	PRESENTATION — Most letters and words are readable with an attempt at spacing — There are some discrepancies in letter shape, but they are easily identifiable — Letters are grouped to make distinguishable words and phrases — Placement of pictures reflects the meaning of the text — Pictures are placed with an attempt to connect them to captions or text	PRESENTATION — Words are easily readable with a consistent attempt at words spacing — Handwriting begins to show style, with consistent letter shape — An attempt is made to group words into identifiable sentences — Pictures are used to clarify meaning in text — Most pictures are located with meaningful text or captions	PRESENTATION — Style of handwriting is consistent and words evenly spaced — Letters are well-formed and easy to read — Words are grouped by sentence or paragraph for easy understanding — Pictures and maps are used effectively to enhance understanding — Pictures are located with text to create alignment and flow of meaning

transiting

Table 6: Bill's *All About Me* book presentation score.

<p align="center">"All About Me" Book Presentation Rubric</p>
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Name of student: Bill (2nd) Score 13 / **16**

	4	3	2	1
ASL clarity	Signs clearly and distinctly all (100-95%) and uses all signs correctly.	Signs clearly and distinctly all (100-95%) the time, but uses one erroneous sign.	Signs clearly and distinctly most (94-85%) of the time, but uses two or three erroneous signs.	Often does not sign clearly and distinctly and uses three or more erroneous signs.
Posture and eye contact	Stands up straight, looks relaxed and confident. Establishes eye contact with the audience during the presentation.	Stands up straight and establishes eye contact with the audience during the presentation.	Sometimes stands up straight and establishes eye contact with the audience.	Slouches and/or does not establish eye contact during the presentation.
Presentation of content	Shows full understanding of the topic: presents the book with no English-to-ASL translation errors.	Shows a good understanding of the topic: presents the book with only one English-to-ASL translation error.	Shows a good understanding of parts of the topic: presents the book with two or three English-to-ASL translation errors.	Does not seem to understand the topic very well: presents the book with three or more English-to-ASL translation errors.
Enthusiasm <i>was focused on read aloud.</i>	Facial expressions and body language generate a strong interest and enthusiasm about the topic in others.	Facial expressions and body language sometimes generate a strong interest and enthusiasm about the topic in others.	Facial expressions and body language are used to try to generate enthusiasm, but seem somewhat faked.	Very little use of facial expressions or body language. Did not generate much interest in topic being presented.

Table 7: Bill's *All About Me* book writing scores.

<div> <div>Bill</div> <div>6-Trait Assessment for Beginning Writers</div> </div>				
1 EXPERIMENTING	2 EMERGING	3 DEVELOPING	4 CAPABLE	5 EXPERIENCED
IDEAS <ul style="list-style-type: none"> Uses scribbles for writing Dictates labels or a story Shapes that look like letters Line forms that imitate text Writes letters randomly 	IDEAS <ul style="list-style-type: none"> Some recognizable words present Labels pictures Uses drawings that show detail Pictures are supported by some words 	IDEAS <ul style="list-style-type: none"> Attempts a story or to make a point Illustration supports the writing Meaning of the general idea is recognizable/understandable Some ideas clear but some are still fuzzy 	IDEAS <ul style="list-style-type: none"> Writing tells a story or makes a point Illustration (if present) enhances the writing Idea is generally on topic Details are present but not developed (lists) 	IDEAS <ul style="list-style-type: none"> Presents a fresh/original idea Topic is narrowed and focused Develops one clear, main idea Uses interesting, important details for support Writer understands topic well
ORGANIZATION <ul style="list-style-type: none"> Ability to order or group not yet present No sense of beginning or end Connections between ideas are confusing 	ORGANIZATION <ul style="list-style-type: none"> No title (if requested) Experiments with beginnings Begins to group like-words/pictures Transitions or evidence of sequencing are haphazard 	ORGANIZATION <ul style="list-style-type: none"> A title is present (if requested) Limited transitions present Beginning but no ending except "The End" Attempts at sequencing and transitions 	ORGANIZATION <ul style="list-style-type: none"> An appropriate title is present (if requested) Attempts transitions from sentence to sentence Beginning works well and attempts an ending Logical sequencing Key ideas begin to surface 	ORGANIZATION <ul style="list-style-type: none"> An original title is present (if requested) Transitions connect main ideas The opening attracts An effective ending is tried Easy to follow Important ideas stand out
VOICE <ul style="list-style-type: none"> Communicates feeling with size, color, shape, line in drawing or letter imitation Work is similar to everyone else's Unclear response to task Awareness of audience not present 	VOICE <ul style="list-style-type: none"> Hints of voice present in words and phrases Looks different from most others Energy/mood is present Treatment of topic predictable Audience is fuzzy—could be anybody, anywhere 	VOICE <ul style="list-style-type: none"> Expresses some predictable feelings Moments of individual sparkle, but then hides Repetition of familiar ideas reduces energy Awareness that the writing will be read by someone else Reader has limited connection to writer 	VOICE <ul style="list-style-type: none"> Writing is individual and expressive Individual perspective becomes evident Personal treatment of a standard topic Writes to convey a story or idea to the reader Attempts non-standard point of view 	VOICE <ul style="list-style-type: none"> Uses text to elicit a variety of emotions Takes some risks to say more than what is expected Point of view is evident Writes with a clear sense of audience Cares deeply about the topic

Table 7: Bill's *All About Me* book writing scores, continued.

1 EXPERIMENTING	2 EMERGING	3 DEVELOPING	4 CAPABLE	5 EXPERIENCED
WORD CHOICE <ul style="list-style-type: none"> Writes letters in strings Initiates word patterns Pictures stand for words and phrases Copies environmental print 	WORD CHOICE <ul style="list-style-type: none"> Recognizable words Environmental words used correctly Attempts at phrases Functional language 	WORD CHOICE <ul style="list-style-type: none"> General or ordinary words Attempts new words but they don't always fit Settles for the word or phrase that "will do" Big words used only to impress reader Relies on slang, clichés, or repetition 	WORD CHOICE <ul style="list-style-type: none"> Uses favorite words correctly Experiments with new and different words with some success Tries to choose words for specifically Attempts to use descriptive words to create images 	WORD CHOICE <ul style="list-style-type: none"> Everyday words used well Precise, accurate, fresh, original words Creates vivid images in a natural way Avoids repetition, clichés or vague language Attempts at figurative language
SENTENCE FLUENCY <ul style="list-style-type: none"> Mimics letters and words across the page Words stand alone Patterns for sentences not in evidence Sentence sense not yet present 	SENTENCE FLUENCY <ul style="list-style-type: none"> Strings words together into phrases Attempts simple sentences Short, repetitive sentence patterns Dialogue present but not understandable 	SENTENCE FLUENCY <ul style="list-style-type: none"> Uses simple sentences Sentences tend to begin the same Experiments with other sentence patterns Reader may have to reread to follow the meaning Dialogue present but needs interpretation 	SENTENCE FLUENCY <ul style="list-style-type: none"> Simple and compound sentences present and effective Attempts complex sentences Not all sentences begin the same Sections of writing have rhythm and flow 	SENTENCE FLUENCY <ul style="list-style-type: none"> Consistently uses sentence variety Sentence structure is correct and creative Variety of sentence beginnings Natural rhythm, cadence and flow Sentences have texture which clarify the important idea
CONVENTIONS <ul style="list-style-type: none"> Writes letter strings (pre-phonetic: dmrtkzz) Attempts to create standard letters Attempts spacing of words, letters, symbols or pictures Attempts to write left to right Attempts to write top/down Punctuation, capitalization etc. not making sense, yet Student interpretation needed to understand text/pictures 	CONVENTIONS <ul style="list-style-type: none"> Attempts semi-phonetic spelling (MTR, LM, KD, etc.) Uses mixed upper and lower case letters Uses spaces between letters and words Consistently writes left to right Consistently makes effective use of top to bottom spacing Random punctuation Nonstandard grammar is common 	CONVENTIONS <ul style="list-style-type: none"> Uses phonetic spelling (MSTR, HUMN, KLQSD, etc.) on personal words Spelling of high frequency words still spotty Uses capitals at the beginning of sentences Usually uses end punctuation correctly (!?) Experiments with other punctuation Long paper may be written as one paragraph Attempts standard grammar 	CONVENTIONS <ul style="list-style-type: none"> Transitional spelling on less frequent words (MONSTUR, HUMN, CLOSED, etc.) Spelling of high frequency words usually correct Capitals at the beginning of sentences and variable use on proper nouns End punctuation is correct (!?) and other punctuation is attempted (such as commas) Paragraphing variable but present Noun/pronoun agreement, verb tenses, subject/verb agreement 	CONVENTIONS <ul style="list-style-type: none"> High frequency words are spelled correctly and very close on other words Capitals used for obvious proper nouns as well as sentence beginnings Basic punctuation is used correctly and/or creatively Indents consistently to show paragraphs Shows control over standard grammar

Table 7: Bill's *All About Me* book writing scores, continued.

1 EXPERIMENTING	2 EMERGING	3 DEVELOPING	4 CAPABLE	5 EXPERIENCED
PRESENTATION — Letters and words are strings with no spacing — There is no consistent shape to letters — Letters are scattered randomly on the page — Pictures are placed randomly on the page — There is no connection between words and pictures	PRESENTATION — An attempt is made to group letters into words — Many letters are consistent shape, with few that are unreadable — There are some examples of letters grouped to make words — An attempt is made to group pictures with text — Some words are used to enhance the meaning of pictures, e.g., captions	PRESENTATION — Most letters and words are readable with an attempt at spacing — There are some discrepancies in letter shape, but they are easily identifiable — Letters are grouped to make distinguishable words and phrases — Placement of pictures reflects the meaning of the text — Pictures are placed with an attempt to connect them to captions or text	PRESENTATION — Words are easily readable with a consistent attempt at words spacing — Handwriting begins to show style, with consistent letter shape — An attempt is made to group words into identifiable sentences — Pictures are used to clarify meaning in text — Most pictures are located with meaningful text or captions	PRESENTATION — Style of handwriting is consistent and words evenly spaced — Letters are well-formed and easy to read — Words are grouped by sentence or paragraph for easy understanding — Pictures and maps are used effectively to enhance understanding — Pictures are located with text to create alignment and flow of meaning

Table 8: Summary of findings from the *Deaf Awareness & Attitude Survey* interviews administered on 6/11/14, after the curriculum implementation.

Deaf Awareness	Yes	No	Maybe/Don't Know / Unsure	Extended responses/comments
Identifies as Deaf	Addison; Karen; Bill; Lloyd; Max	Eve	Margo	Addison: "I'm both Deaf and hearing." Margo: "I'm a little bit hearing."
Has Deaf family members	Eve	Addison, Margo; Karen; Bill; Lloyd; Max		Eve: "My baby brother [is Deaf]."
Knows that not all people are Deaf	Addison; Eve; Margo; Lloyd; Bill; Max	Karen		Margo: "Some [people are Deaf]."
Knows and/or explains what "Deaf" means.	Addison; Karen; Margo; Bill; Lloyd; Karen		Eve	Addison: "Can't talk." Margo: "Can't hear." Karen: "hearing." Bill: "Deaf means signing." Lloyd: "You have hearing aids." Max: "You like signing."
Knows what ASL means (or stands for)	Addison; Karen; Eve; Margo; Bill; Lloyd; Max			Addison: "Sign language." Eve: "Sign language." Karen: "Sign language." Bill: "Sign language." Lloyd: "Expression." Max: "Sign language."
Uses ASL with family	Eve; Margo; Lloyd; Bill;	Addison; Karen; Max		Eve: "They [my family] all talk." Margo: "I sign with mom and dad." Bill: "Yes, but sometimes I practice speaking." Max: "I speak Spanish with my family."
Uses ASL with friends	Eve; Bill; Max	Addison; Margo; Lloyd	Karen	Margo: "I talk with friends." Bill: "Some are Deaf, some are hearing, some know ASL."
Knows that not all people use ASL	Addison; Eve; Margo; Lloyd; Bill; Max	Karen		Addison: "Some [people know ASL]." Lloyd: "My dad knows a little [ASL]."

Table 8: Summary of findings from the *Deaf Awareness & Attitude Survey* interviews administered on 6/11/14, after the curriculum implementation, continued.

Deaf Attitude	Yes	No	Maybe/Don't Know/ Unsure	Extended responses/comments
Is proud to be Deaf	Addison; Karen; Bill; Lloyd		Max; Margo	Max: "A little bit." Margo: "Kind of." *Question was not posed to those who did not identify as Deaf.
Likes using ASL	Addison; Margo; Eve; Karen; Bill; Lloyd; Max			
Likes using ASL in front of family	Eve; Bill; Lloyd	Addison; Karen	Margo; Max	Eve: "I like signing with mom." Margo: "Kind of."
Likes using ASL in front of friends (outside of school)	Eve; Bill; Lloyd; Max	Addison; Karen	Margo	Eve: "I like signing and talking with friends." Margo: "Kind of."
Wants to learn about 'all things Deaf'	Eve; Bill; Max; Lloyd			Margo: "Kind of." Karen didn't understand the question.
Wants to teach others about 'all things Deaf'	Eve; Margo; Lloyd; Bill; Max	Addison		Karen didn't understand the question.

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