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UNIVERSITY OF CALIFORNIA, SAN DIEGO

Teaching Deaf Students to Understand Perspective Across Content Areas

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

in

Teaching and Learning: Bilingual Education (ASL-English)

by

Ashley Michelle Collins

Committee in charge:

Tom Humphries, Chair
Bobbie M. Allen
Carol A. Padden

2010

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Chair

University of California, San Diego
2010

Dedication

Thank you first and foremost to my family whom I could not have done this without! Your support, encouragement, and advice throughout these last two years has been instrumental in the completion of this and many other projects.

I also want to thank my other “family”, the other five students that have survived the program with me this year. I cannot imagine this program without any of you and I feel so blessed to have been in the program with you all.

To all of the people I have met along the way that have told me that I could not succeed in this program, thank you- you gave me someone to prove wrong. Now all I have to say to you is I told you so!

Last, but certainly not least, thank you to all of the instructors at UCSD. I think I went to everyone in the Education Studies department asking for your opinions about my thesis in progress and your advice and comments were essential to the development of my curriculum. More importantly, I know I am a better teacher now than when I entered this program due to the thoughtful instruction of all of our professors. Specifically to Bobbie Allen and Tom Humphries: I feel so lucky to have been in a program that is so well respected due to the work that you two do everyday. Bobbie, I cannot imagine going through the revising process without you- you provided so much insight, wisdom, and guidance for me throughout this process. Thank you!

Epigraph

“There is a difference between cultures - of course there is - but it is much less obvious with younger generations and much less important when people are bilingual... The 'them and us' stuff no longer applies.”

~ John Twitchin

TABLE OF CONTENTS

SIGNATURE PAGE.....	iii
DEDICATION.....	iv
EPIGRAPH.....	v
TABLE OF CONTENTS.....	vi
LIST OF FIGURES.....	vii
ABSTRACT.....	x
I. INTRODUCTION.....	1
II. DISCUSSION OF APPROACH	4
III. JUSTIFICATION OF THE NEED FOR THIS PROJECT.....	12
IV. REVIEW OF EXISTING CURRICULA AND RELEVANT RESEARCH.....	16
V. LEARNING THEORIES.....	18
VI. THE CURRICULUM	23
VII. THE EVALUATION PLAN	25
VIII. THE IMPLEMENTATION	28
IX. THE RESULTS.....	84
X. CONCLUSION	105
APPENDIX A: THE CURRICULUM.....	108
APPENDIX B: EVALUATION TOOLS FOR THE CURRICULUM.....	183
APPENDIX C: STUDENT WORK SAMPLES	189
REFERENCES	203

LIST OF FIGURES

FIGURE 1: QUESTIONS FOR MR. WOLF.....	48
FIGURE 2: VENN DIAGRAM –THE THREE LITTLE PIGS.....	51
FIGURE 3: JG’S ENDING TO THE WOLF’S STORY.....	53
FIGURE 4: GG’S ENDING TO THE WOLF’S STORY	53
FIGURE 5: AV’S ENDING TO THE WOLF’S STORY.....	54
FIGURE 6: CLASS BRAINSTORMING IDEAS FOR DIARY OF A BULLY.....	62
FIGURE 7: AV’S DIARY OF A BULLY.....	64
FIGURE 8: JG’S DIARY OF A BULLY	64
FIGURE 9: GG’S DIARY OF A BULLY	68
FIGURE 10: STUDENT CREATED SCENE-IGNORING.....	77
FIGURE 11: STUDENT CREATED SCENE-WATER FOUNTAIN.....	78
FIGURE 12: STUDENT CREATED SCENE-LOCKING SOMEONE OUT.....	79
FIGURE 13: GG’S AUTHOR/ILLUSTRATOR COMPETITION SUBMISSION	85
FIGURE 14: JG’S AUTHOR/ILLUSTRATOR COMPETITION SUBMISSION	86
FIGURE 15: AV’S DIARY OF A BULLY	87
FIGURE 16: JG’S DIARY OF A BULLY	88
FIGURE 17: EXCERPT FROM JG’S POST-TEST	90
FIGURE 18: GG’S DIARY OF A BULLY	91
FIGURE 19: GG’S PRE- AND POST-TEST SCENARIO	96
FIGURE 20: MM’S PRE- AND POST-TEST SCENARIO	96
FIGURE 21: JP’S PRE- AND POST-TEST SCENARIO	97

FIGURE 22: JG’S PRE- AND POST-TEST SCENARIO	97
FIGURE 23: AV’S PRE- AND POST-TEST SCENARIO	98
FIGURE 24: LH’S PRE- AND POST-TEST SCENARIO	98
FIGURE 25: MM’S PRE- AND POST-TEST SCENARIO 2	99
FIGURE 26: JP’S PRE- AND POST-TEST SCENARIO 2	99
FIGURE 27: JG’S PRE- AND POST-TEST SCENARIO 2	100
FIGURE 28: AV’S PRE- AND POST-TEST SCENARIO 2	101
FIGURE 29: LH’S PRE- AND POST-TEST SCENARIO 2	101
FIGURE 30: LH’S EMAIL TO ME.....	102
FIGURE 31: CLASS CREATED CLOZE/SUMMARY FOR THE THREE LITTLE PIGS.....	189
FIGURE 32: RUBRIC FOR CLASS CREATED CLOZE	189
FIGURE 33: QUESTIONS FOR THE AUTHOR OF THE THREE LITTLE PIGS.....	190
FIGURE 34: STUDENT CHARACTER DESCRIPTIONS OF THE THREE LITTLE PIGS.....	191
FIGURE 35: RUBRICS EVALUATING STUDENT CHARACTER DESCRIPTIONS.....	191
FIGURE 36: THREE LITTLE PIGS SCRIPT.....	192
FIGURE 37: THREE LITTLE PIGS ASL POEM TRANSCRIPT.....	192
FIGURE 38: THREE LITTLE PIGS ENGLISH POEM	193
FIGURE 39: CLASS CREATED CLOZE FOR DIARY OF A WIMPY KID.....	195
FIGURE 40: RUBRIC EVALUATING THE CLOZE FOR DIARY OF A WIMPY KID.....	196
FIGURE 41: CLASS CREATED QUESTIONS FOR JEFF KINNEY.....	197
FIGURE 42: ALL STUDENTS’ CHECKLIST FOR DIARY OF A BULLY.....	199
FIGURE 43: JOCKS PERSPECTIVE (MODIFIED)	199

FIGURE 44: CLASS LIST OF BULLYING BEHAVIORS	199
FIGURE 45: GG’S PRE- AND POST-WRITING RUBRICS	199
FIGURE 46: JG’S PRE- AND POST-WRITING RUBRICS	199
FIGURE 47: AV’S PRE- AND POST-WRITING RUBRICS	200
FIGURE 48: GG’S PRE- AND POST-CHECKLISTS.....	200
FIGURE 49: MM’S PRE- AND POST-CHECKLISTS.....	201
FIGURE 50: JP’S PRE- AND POST-CHECKLISTS.....	201
FIGURE 51: JG’S PRE- AND POST-CHECKLISTS.....	201
FIGURE 52: AV’S PRE- AND POST-CHECKLISTS.....	202
FIGURE 53: LH’S PRE- AND POST-CHECKLISTS.....	202

ABSTRACT OF THE THESIS

Teaching Deaf Students to Understand Perspective Across Content Areas

by

Ashley Michelle Collins

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

University of California, San Diego 2010

Professor Tom Humphries, Chair

A bilingual curriculum relating to the teaching of perspective in multiple subject areas was designed and implemented for this thesis. The curriculum uses two languages, ASL and English, to expose deaf students to varying types of perspective in art, mathematics, language arts, history, and in the social context. This curriculum moves from looking at perspectives with objects, to fictitious characters, to real people in the past, and finally to perspective in the students' lives. The results of the implementation show that using this curriculum can improve students' ability to understand how a character's perspective can influence the way s/he perceives a situation in children's literature and their ability to solve conflicts in the social realm.

I. Introduction

How often have kindergarteners been corrected or reprimanded for doing something mean to another child for the simple reason that the aggressor had been a victim of the same behavior? Many times, adults take for granted the ability to “put themselves in someone else’s shoes”. People have often become so accustomed to feeling empathy towards others that we forget that it is a skill that children must learn in order to understand the world around them. Most of the time, when adults see young children taking revenge on others even when the child does not “deserve it”, adults simply dismiss it. Often adults assume that the child will “grow out of it” or develop the skills to be more empathetic/ understand another person’s perspective later. If adults were to see middle school students still behaving like the five year old, they might be concerned that the child had not learned the correct, “age-appropriate behaviors” for interacting with their peers. It is possible that some students do not develop empathy/perspective taking skills and therefore, it becomes necessary to teach and model these skills.

I have observed some Deaf students who struggle to understand perspective in several content areas as well as understand how to take another person’s perspective in social situations in kindergarten to sixth grade. Consequently, I have seen students who struggle with understanding perspective also have difficulty with reading comprehension, writing stories and confused with the motivation of others related to history and in different social contexts. This curriculum aims to address the

aforementioned issues by teaching perspective within the academic content and explicitly teaching the social skills required for understanding perspective.

There are three goals that are central to my curriculum. The first goal is to increase student understanding of perspective through reading and writing. The second goal is to improve student comprehension of historical events through perspective analysis. The last goal for my curriculum is to improve student perspective taking skills through social interactions with adults and peers.

The curriculum I have designed starts with a content area that students usually feel confident in and usually enjoy, art. Students will be asked to draw a bowl of fruit from different perspectives and then figure out how many pieces of fruit there are total. This will introduce the concept of perspective as well as the term. From there, students will be discussing perspectives in terms of children's literature using the story *The Three Little Pigs* and the alternate perspective in the story *The True Story of the Three Little Pigs*. This should reinforce and expand their understanding of the meaning of the word "perspective". Using the story of *Peter Rabbit* and *Diary of a Wimpy Kid*, students will study characters more in depth in order to teach how a character's perspective might effect what his/her actions are in a story. From this point, students should be fairly competent in discussing, at least at a basic level, the concept of character's perspective. I will use their understanding of perspective and make connections to important historical events during the American Revolution and the Civil War, emphasizing two different perspectives of the opponents in these two

wars. Finally, students transfer their understanding of perspective to their own experiences in a variety of social interactions and contexts.

In my search for curricula there were no curricular found that addressed perspective across content areas. The curricula found often dealt with hearing students who had disabilities (e.g. Autism or Asperger's Syndrome) and mostly focused on the understanding of a person's feelings by reading facial cues. Other curricula located deals with hearing students and their understanding of history and not perspective taking. My curricula includes lessons focused on Art, Mathematics, Language Arts, History/ Social Studies, and the Social Curriculum, specifically underscoring students' own personal social interactions and conflicts that require the use of perspective. Thus my curriculum is innovative because of the emphasis of perspective across content areas and real life experiences of Deaf students in ASL-English classroom settings.

II. Discussion of Approach

Since the beginning of the formal education of the deaf in the United States in 1817, there have been two central paradigms concerning their education: the oral/aural model and the manual model. The conflict that arises between these two models and the supporters of them has created a divide in the deaf community between those who are signers and those who do not sign. Those who do not sign were educated in much the same way that hearing children are educated, a monolingual model focusing on English. However the oral/aural model focused on the creation/manipulation of sound and using devices that would help the student to hear and distinguish sound (Cerney 2007; Oliva 2004). This model emphasizes the creation/manipulation of sound and using devices that would help the student to hear and distinguish sound (Cerney 2007; Oliva 2004). In other words, this model would be considered an English Only rather than a bilingual approach.

The deaf students who were educated using a signing model had various experiences due to variation within this model. Since the 1960's the models used were often those that used a form of Signed English including, but not limited to: Signed Exact English I, Signed Exact English II, Pigeon Signed English, Simultaneous Communication, and Total Communication (which in practice was essentially Simultaneous Communication). Regardless of placement, deaf students were still shown to be underperforming their hearing counterparts academically. The statistics are well known in the field, that "on average, 18-year old deaf students leaving high school have reached only a fourth to sixth grade level in reading skills" (Marschark,

Lang, & Albertini, 2002, p. 157). This study went on to say that “30 percent of deaf students leave school functionally illiterate.”

Looking at the students who seemed to perform better on tests measuring reading ability, it was noted that deaf children with deaf parents seemed to perform better than their peers with hearing parents. Padden and Ramsey state, “We find that these [reading] skills are more likely to be found among deaf children who have grown up with ASL, as those who have deaf parents, but they are also used by other children who perform well on tests of ASL ability” (in Chamberlain, Morford, & Mayberry, 1999, p. 167). It became clear that students who had a solid background in American Sign Language (ASL) or at least a higher level of ASL skill were better readers. This research was then applied to the education of deaf children with the bilingual method, treating deaf children as bilinguals not as disabled peoples. “The development of sign language skills is fundamental to life objectives but is also fundamental to the objectives of providing uninhibited access to curriculum content via a fully accessible language and a basis for acquisition of English as a second language via reading and writing” (Power & Leigh, in Marschark & Spencer, 2003, p. 45).

The bilingual approach is the only method that does not view the student as disabled, but instead views the student as one who happens to primarily communicate in a language other than English. According to the bilingual model, “...Deaf students are not impaired hearing students any more than Hispanics and blacks are ‘impaired’ Anglos” (Wilcox in John-Steiner, Panofsky, & Smith, 2004, p. 109). Bilingual

education allows teachers to think of their students as complete students instead of focusing on their disability. The bilingual model looks at Deaf students as a language minority and therefore does not create or perpetuate the idea that they are disabled.

“Deafness as such is not the affliction; affliction enters with the breakdown of communication and language” (Sacks, 1990, p. 94). Students often live up to the expectations that are set by their teachers. Those teachers that consider their students to be disabled will often set the bar low and treat the students as such; opposed to those teachers that expect their students to do well since they believe that there is nothing that would block them from success in school (i.e. no disability). “The present Deaf illiteracy has been acceptable to deaf education for nearly a century because the low achievement of deaf children corresponds to their teachers’ low opinion of their potential for achievement...” (Lane, 1992). Bilingual education of the deaf allows and even requires that teachers have high expectations for their students, and that those students meet those expectations. Bilingual deaf education “...can empower students. It can enable them to question false ideas, to transform the world, and to mold their own reality” (Wilcox, 2004, p. 163).

Deaf students have the right to be educated in a manner that is conducive to learning by using their native language, ASL. The Bilingual Education Act states that children who have a primary language other than English have a right to equal access to an education and to master English. It continues by stating, “...children learn primarily by using their native language and cultural heritage and that bilingual education is thus appropriate for many American children” (Lane, 1992, p. 167). A

bilingual approach for the education of deaf students has been shown in a number of research studies to be an effective method of instruction, especially concerning English instruction. Mayer and Wells state that “if ASL is recognized as the first language of profoundly deaf students, and used as the medium of instruction, the skills acquired in ASL can be transferred to the learning of English through literacy activities involving the use of written English” (1996, p. 94). This claim is based on the Language Interdependence Theory discussed by Jim Cummins (1989) that states that the knowledge about one language can be transferred to and used in the learning of another language. This theory has been expanded and used in research studies like that of Strong and Prinz (1997) which found that when age and cognitive ability are controlled “the subjects perform at a higher level of English literacy if their ASL skills are well developed than if those skills are lacking.” Chamberlain and Mayberry (2000) drew similar conclusions and stated, “Research studies that have taken into account the signed language skills of deaf students found positive effects of signed language knowledge on reading comprehension.” This means that in order to improve the English literacy of Deaf students, their ASL skills should be an area of focus/teaching as well. “Reading, writing, and even subject-area knowledge, then, as language, are learned best not as ordered processes but in parallel. Rather than firstness or secondness in their learning, there is interdependence and reciprocity” (Livingston, 1997, p. 14).

Jim Cummins, a researcher and bilingual education supporter, formed a theory of “common underlying proficiency”. This theory states that, “skills in different

languages inhabit the same part of the brain, reinforcing each other at the base while differing at the surface” (Crawford, 2004, p. 193). To apply that to the field of deaf education, if a student has proficiency in one language, ASL, it will be easier to build on/teach another language since the student will already have certain language skills/knowledge that does not need to be relearned.

Stephen Krashen, a proponent of bilingual education states that in order for children to learn a language, they have to be able to understand it. He called this “comprehensible input”. Krashen states, “We acquire language when we understand it” (quoted in Crawford, 2004, p. 189). This means that it is the quality of the language that is of utmost importance, not the quantity; teachers can read and read or show books to deaf children written in English, but unless the students understand what the English says, it will be pointless. Since many deaf children do not receive enough benefit from sound amplification devices to understand and produce spoken English, using American Sign Language would be a way to both provide a first language, suggested would be beneficial by Cummins, and be a way for another language, English, to have meaning.

In a bilingual environment, it is important to place equal importance and equal teaching time. The importance of using ASL to teach deaf children English has been documented above, but it is also critical to discuss the significance of teaching ASL in the classroom. After all, bilingual literally means: two (bi-) languages (-lingual). If there are two languages used in a classroom, there should be equal time teaching about those languages. Especially in the field of deaf education, it is important to focus on

both languages since ASL is the mode of daily communication and is a requirement of acceptance in the Deaf community while English is the mode of communication between deaf and hearing peoples. Both languages, therefore, must be taught in school. Ignoring one language or placing more value on the other effectively creates a status discrepancy between the languages, making it seem like knowing one is better than knowing the other. For those students that are stronger in the minority language, ASL, this makes going to school difficult since they may feel like their language is not valued, which has been shown to have academic consequences (Crawford, 2004, p. 44). The teaching of both languages is crucial for students to achieve academic success.

While academic success is important, getting straight A's alone does not make a person happy. Social relationships too are important to consider. Deaf children who have been educated in an oral/aural program and were exposed to a bilingual approach often look back on their lives before they learned to sign and state how isolated they felt. These students do not "fit in" with hearing people because they are not hearing, but if they never become competent signers, they will not have the linguistic access needed to become a member of the Deaf community ("D" denoting the cultural Deaf group, differentiating it from the "d", meaning the physiological inability to hear) as adults. Murray Holmes (quoted in Lane, 1999, p. 133) states, "deaf school leavers were turning up at local deaf clubs unable to have proper conversation with their peers who were fluent signers." This means that the student will not have a community to identify with or peers that s/he is able to communicate with freely. As students, Lane

comments later, “if [the student] barely can communicate orally and is not allowed to communicate manually, he cannot communicate at all. Can self-denial ever be the way to self-respect” (p. 158).

As members of a family, it would be assumed that the families of deaf children would find a way to communicate and for that child to be fully included, but that is not always the case. Ramsey says that, “transmission of the family’s culture to a deaf child may be incomplete” (in Brueggemann, 2004, p. 48) due to the lack of communication within a family with a deaf child. Cerney asserts that, “children who are competent members of their own culture seem to have a stronger sense of personal identity and of in-group membership; therefore, the role of educators is critical in helping students become confident members of their own culture” (2007, p. 28). To transform deaf children of hearing parents from being insecure and unconfident about themselves, their culture, and their language, teachers must work to instill a sense of pride in who they are, their language and their culture (Padden and Humphries, 1988, p. 48). The only method of education that allows a teacher to do this is the bilingual method. Language is integral for cultural acceptance and if deaf children are unable to learn the spoken version of their families’ language, it becomes important for them to have a language that offers full access and a culture that will be accepting of them with competence in that language.

There are many ways to educate a deaf child, but the one that is the most accepting, the most beneficial from a research, pedagogical, and socio-cultural perspective is bilingual education. Using ASL and English in the classroom, treating

each with equal respect and importance will help shape students who are intelligent, respect themselves, have a group to belong to, know two languages, and just happen to be deaf.

III. Justification of the Need for this Project

The understanding of another perspective (empathy or perspective-taking) is important in the daily functioning of people as social beings (Heagle & Rehfeldt, 2006; Akos, 2000). Empathy might have an even greater connection to the ability to learn, causing it to be have even greater importance to students. There have been some studies which show that when other variables are limited, empathy is the determining factor which will predict a student's academic success (Izard, Fine, Schultz, Mostow, & Ackerman, 2001). Many studies of those who do not have this skill or ability involve people/children with autism. These articles state the importance of understanding another person's perspective to being successful in school, in the workplace, and in social relationships but offer few practical applications or suggestions on how to implement the teaching of perspective in a classroom context (i.e. Landon, 2006).

Understanding perspective is critical to mitigating the world and all of the circumstances and situations that a person must deal with throughout his/her life. Ideally, children are able to communicate freely with their parents and/or other caretakers from an early age who will teach them some of the skills necessary for understanding perspective. This however, is not always the case. Deaf children that have hearing parents are often not able to communicate with the children at a conversational level. Since over 90% of deaf children have hearing parents (Wilcox & Wilcox, 1997) and only a small number of those hearing parents learn sign (Cerney,

2007, p. 27), this crucial piece of understanding the world and how to interact with it and others around them is often not taught in the home.

“The school and the home are the two most important social/emotional learning environments for children” (Committee for children, 2002, p. 9). In order to create successful students and people in the world, the one of the teacher’s responsibilities is to teach students about emotions and how to react when they feel certain emotions or see others feeling those emotions. In most schools, there is very little to help teachers teach the understanding of another person’s perspective except following the example of other teachers and perhaps their parents by asking students how they would feel if the student they hurt were to hurt them in the same manner. This type of situational instruction is very unstructured by nature and is very subjective. There are some schools, such as the Explorer Charter School in San Diego, which uses a structured program that is omnipresent throughout the entire school day, but it has never (to my knowledge) been implemented at a state school for the deaf.

Students as old as age 11, at the New Mexico School for the Deaf were unable to understand another person’s perspective in a given situation and comments from classroom teachers at this school made it obvious that this was not uncommon (esp. for students who had hearing parents). When incidents occurred where another student’s feelings were hurt and the regular classroom teacher approached the aggressor, asking him how he would feel if the situation were reversed, the student immediately responded by saying that he was sorry to the other student, satisfying the

teacher and stopping the intervention. This made it clear that the students were, in fact, not being taught to understand the perspective of another person, but instead to say that they were sorry when a teacher asks them about a situation. The end result was that the students continued to be involved repeating situations that were not resolved. They were not making good decisions independently, but were just complying with the teacher's authority.

Recently, there has been a move to a more open and conversational style of classroom discipline including morning meetings (Kriete, 2002) and positive discipline class meetings (Nelsen, Lott, & Glenn 2000), which have been able to involve this type of instruction in a structured classroom procedure, but does not address the concept of perspective-taking throughout content areas. The curriculum designed for the purpose of this thesis directly teaches students about perspective. Within that broad topic, this curriculum aims to teach students what perspective means in a variety of contexts such as in a piece of writing, children's literature, art, geometry, and their social experiences.

This project emphasizes teaching perspective across multiple content areas (Language Arts, Social Sciences, and the Social Curriculum) and has implications for future teaching practices that can be applied in both hearing and deaf classrooms. Teaching about perspectives in Language Arts allows students to question and stay engaged in the material by analyzing the motivation and perspective of the story and the storyteller. Connecting to history will give students an opportunity to transfer what they have learned about different perspectives in Language Arts to another

subject area. It will also help them understand an event or series of events better after they read accounts and write texts from varying perspectives or complete tasks that allow them to interact with texts from differing views. Applying perspective-taking to students' social lives/skills will be beneficial for them in and out of school and throughout their lives.

IV. Review of Existing Curricula and Relevant Research

After searching online and discussions with other teachers and teacher educators, some curricula was found that emphasized the teaching of perspective-taking and empathy. An example is the Second Step program, which is geared toward violence prevention. The Second Step program has materials for preschool through middle school that is “designed to promote social competence and reduce social-emotional problems by teaching children skills in the core areas of empathy, emotion management (impulse control, emotion regulation, anger management), and social problem solving” (Committee for Children, 2002, p. 7). This curriculum has not been used with deaf students and has no norms for the use within Deaf culture. This curriculum seems to be based on the Social Curriculum and does not involve the use of the other content areas used in my curriculum.

Many of the articles found deal primarily with discussing perspectives as they relate to culture by discussing the variation of common fairy tales or stories within cultures. These are similar in that they do try to teach students about why the differences and similarities between common children’s stories exist, but they deal with cultural variation instead of character perspective.

Other articles found that deal with the teaching of “perspective-taking” to students, but most of the articles produced in this search dealt with the instruction of autistic children and adults or those with Asperger’s Syndrome. The few that did not focus on teacher education or on autistic children were mostly about teaching history and those were at a high school level.

In a related online search, the search for articles dealing with the teaching of empathy yielded mostly articles about teaching medical and law students how to be more empathetic to their patients/clients. One article even discussed how the teaching of empathy is important for social workers. This search only shows the importance of teaching people to be empathetic towards one another and that by adulthood, this becomes important enough to teach people in highly respected fields how to become more empathetic. This means that they do not sufficiently understand how to take on another's perspective. The educators in those fields who are training the future doctors, lawyers, and social workers have discussed different approaches in order to teach this fairly complex topic, but the manner in which they do so is not appropriate for an elementary school curriculum.

When the search is widened, it produces some articles about the importance of teachers having empathy when teaching (esp. to “culturally diverse students”), two articles were found concerning the teaching of empathy to elementary students. The first discussing the benefits of using small group work to build empathy but offering no specific curriculum or instructions on how to teach it other than putting students into groups and structuring their group work. The second being a comparison study between United States classrooms and Japanese classrooms and how well each teach empathy (again, this offered no suggestions for specific teaching methods).

I have been unable to locate any sources that deal with the education of perspective for students at the elementary level that incorporates the use of children's literature, history, and the social curriculum.

V. Learning Theories

In the making of this project, several learning theories were examined in order to determine which would be the best fit for the curriculum and my teaching style. Four learning theories were finally used in its creation: Gardner's theory of multiple intelligences, the humanist learning theory, gradual release of responsibility, and cooperative learning. Each of these theories addresses a specific need in the curriculum and has lessons which use and focus on one or a number of these. Some of those lessons will be described below as well as how they apply to each learning theory.

Gardner's theory of multiple intelligences is perhaps the most important theory on which this curriculum is founded. This theory suggests that there are many ways for people and children to be talented, not just in the two areas that traditional schools seem to focus on, logical-mathematical and linguistic. These two are very important areas where students can learn and build on their skill, but they are not the only two ways in which children can learn or be knowledgeable about. It has been suggested that the reason for the focus on these two areas is due to the fact that they are the most heavily tested subjects and are used in high stakes testing. This does not mean that the other areas of intelligence should not be taught. In my curriculum, there are lessons that focus on different areas so that a wider range of intelligences is at the very least touched upon. This is beneficial since the theory of multiple intelligences says that if a student does not understand a concept after presenting it in one manner, the teacher should try another approach, trying to utilize a different intelligence. This curriculum

uses the subject areas of Art, Language Arts, Mathematics, History, and the Social Curriculum (a curriculum that is geared toward teaching social skills and integrated throughout the day so that students and teachers are not just reacting to problems, but actively trying to find ways to conduct themselves throughout the day so that problems do not arise in the first place). These subject areas correspond to the following intelligences as outlined by Gardner respectively: spatial, linguistic, logical/mathematical, kinesthetic, and interpersonal. There is at least one lesson in each of these areas, most having multiple lessons focusing on these areas/intelligences.

The humanist learning theory is connected to Gardner's theory of multiple intelligences in its application to my curriculum in that the humanist learning theory focuses on the education of the whole child, in and out of the classroom. An important component of this theory is that people act with intentionality and values (Huitt, 2001). Since the children for which this curriculum is focused are deaf, this has an even deeper implication for teachers seeing as most of the parents of deaf children are hearing nonsigners. Wong-Fillmore put it best saying, "When parents are unable to talk to their children, they cannot easily convey to them their values, beliefs, understandings, or wisdom about how to cope with their experiences. They cannot teach them about the meaning of work, or about personal responsibility, or what it means to be a moral or ethical person in a world with too many choices and too few guideposts to follow" (1991, p. 343). If teachers only teach about reading, writing, and math, they are only teaching part of what is needed in order for the students to become successful, contributing, socially aware and responsible citizens in adulthood. This is

the main idea behind the humanist learning theory- that teachers must teach the whole child, not just what is required by standards. This idea is amplified in the field of deaf education. The acquisition of social skills and values are often acquired in the home, however, for deaf children of hearing parents this may not happen due to linguistic barriers and challenges. Social skills in the school setting are different for any child, hearing or deaf, because of the number of interactions that occur on a daily basis with children and adults. My curriculum integrates content areas such as Language Arts and Math, to teach children how to interpret and interact with the world around them.

This curriculum uses this theory to start with an area of study that most students feel comfortable with (art) and use it to bridge the gap between a concrete idea and an abstract concept. As stated earlier, one of the goals of this curriculum is to teach students to understand the perspective of others in social situations in and out of the classroom. This humanist theory encourages teaching values and behaviors not necessarily needed in the classroom, like perspective taking, but states that these skills will help them as a student and a person in the long run.

Gradual release of responsibility (Fisher & Frey, 2008), is a series of four steps that teachers can take that will consequently allow students to successfully accomplish a task independently. The four steps are: 1) Teacher completes the task while the student watches 2) The teacher completes the task with the student's help 3) The student completes the task with the teacher's help 4) The student completes the task while the teacher observes. This teaching method gives the student more and more ownership and control of the material, which allows his confidence to build

progressively so the interest in completing the task continues to be present. In this project, students will be guided along these four steps in order for them to understand the material, instructions, and objectives in order for them to complete the tasks therein.

Cooperative learning also plays a big role in my perspective taking curriculum. Children, like adults, are social creatures and they learn through interaction with each other. Also, since part of this curriculum is about teaching students to understand another's perspective, working as lone individuals is not practical. Cooperative learning requires that teachers explicitly teach and model how to get along in groups in order to convey social customs and cultural norms. Important to note regarding this theory is that children are working in heterogenous groupings. Most lessons in this curriculum call for group work and during the last part of the curriculum, the application to the social context, direct and explicit instruction is included in many of the lessons. The benefit of following this theory is that students are more on task, enjoy school more, and have greater motivation and critical thinking skills. According to Johnson and Johnson, there are five elements involved with cooperative learning: "Clearly perceived positive interdependence, considerable promotive (face-to-face) interaction, clearly perceived individual accountability and personal responsibility to achieve the group's goals, frequent use of the relevant interpersonal and small-group skills, and frequent and regular group processing of current functioning to improve the group's future effectiveness" (1994). The lessons focused on the application of understanding perspective in the social context contain these five elements. The other

content area lessons also contain some, if not all of these elements within each lesson as well.

VI. The Curriculum

My curriculum is structured in projects numbering from 1 to 6. Each project states the California and New Mexico state standards to which the project applies (meaning that all of the lessons within the project are aligned to the state standard of the project). The curriculum is designed to move from one project to another in a sequential order, but teachers can modify order or delete projects or lessons as they see fit for their students.

Each lesson has both a number and a title. The number is first the number of the project it belongs to. The number after the period is the number of the lesson within the unit, so if it is the third lesson within the second project, it would be number 2.3; if it were the eighth lesson within the first unit, it would be number 1.8. Each lesson also has a title which helps the teacher remember the lesson. Although no title includes the words, Deaf, ASL, or Bilingual, all units and lessons should be taught keeping in mind bilingual theory and taking every opportunity to teach both English and ASL. Underneath the lesson number and title is the objective. The objective follows the format of: "Given _____, students will _____, as evidenced by _____." This tells you, the teacher, what you need to provide the students in order for them to succeed, what the students should learn, and what the proof is of the students meeting that goal.

Below the objectives in each lesson, the materials are listed and then the procedure is described. The procedure is broken down into four areas, the preparation,

the hook/engagement, the body, and the wrap up. The preparation describes what teachers need to do in order to establish the environment intended for the lesson to be conducted. The hook/engagement details what you, as the teacher, should do to gain the interest of the students and create motivation to find out more about the lesson. The body of the lesson says what should be done during the majority of the lesson to teach and/or practice the goals for the students' learning. The wrap up describes any summary that should be done to close the lesson and any assessment that will be used to gauge student understanding.

At the end of each lesson there is the assessment to remind you, as the teacher, of what evidence should be gathered to measure student learning. Also, there is an area for any extensions or modifications that may be used to adapt the lessons to match a variety of different levels. Not all of the extensions or modifications may be appropriate for each class and others may be used instead at the teacher's discretion. Do what you need to do in order to make the lesson "doable" for your class.

VII. The Evaluation Plan

In order to evaluate the effectiveness of my curriculum, four different evaluation tools were used: teacher observation, student work, checklists, and pre- and post-tests. Due to the kind of curriculum and the goals of this curriculum, these methods proved to be the most accurate in measuring the students' understanding of the idea of perspective. All were necessary in order to obtain evidence for each of the goals previously stated. Without any one of these, it would be unclear if the goals were sufficiently met or not.

Teacher observations were important to use since one of the goals of this curriculum was for students to improve interactions with one another and with adults, meaning considering another person's feelings and their perspective. To determine if students were using the lessons taught in class outside of the classroom, transferring that knowledge to other areas, perhaps the playground, teacher notes would be critical. To ensure that evaluation of this tool was not biased, extensive teacher notes/observations were written by me as well as the regular classroom teachers from two classrooms. These two regular classroom teachers were asked what their opinion of the students' behavior was from the beginning of my internship to the end. This method took into account all of the information about the context and the student and combined that with information about what they were learning from the curriculum. The teacher notes were not only taken during the teaching of the curriculum, but also afterward by the regular classroom teachers and shows the change and growth in the individual students.

Student work was used as an evaluation tool for this curriculum since one of the main goals of the curriculum was for students to improve their understanding of perspective in children's books and within their own writing. Within the curriculum there were many opportunities for students to show their understanding of what perspective is and how some books are written from one perspective while others are written from another. These were used to analyze how well they were able to understand the idea of perspective in books. The student work was copied/photographed and was evaluated using rubrics (included in appendix). Some of the rubrics are for teacher use and others are for students to use to evaluate themselves.

Checklists were used for each student to ensure that they understood different perspectives in each of the different subjects. These were completed by having discussions with my cooperating teacher and conferring upon decisions about what the students knew and understood two times a week, once with each teacher.

Pre- and Post- tests (included in the appendix) were used to gauge student understanding of perspective in two situations. This was due to the fact that teacher observations are subjective and are not empirical evidence. I wanted to have something concrete to show student understanding of perspective in a social situation. The teacher observations are used to show how/if they apply that understanding to their lives while this is only meant to gauge their understanding of what it means to take on someone else's perspective. Pre- and post- tests were given to all six students who participated in the curriculum. The only way that this might be skewed is that the

students who were included in all lessons were the oldest students so it might be argued that they might have had more time to develop the social skills necessary to understand perspective.

VIII. The Implementation

The School:

My curriculum was implemented in a relatively small residential school for the Deaf in New Mexico. This school supports and uses the bilingual approach in its philosophy of teaching their students. The school has roughly one hundred fifty students in the elementary, middle, and high schools combined. I taught language arts and math in the fourth grade classroom and science and social studies in the second through fourth grade classroom. Since my curriculum focused on more than one subject area and I switched classrooms and added students for the latter part of the day, only three students were present for lessons throughout my curriculum. Before my internship began and during the first three weeks of it, the social studies and science classes were the same as the language arts class so I was anticipating on having three fourth graders that would be receiving instruction for the whole curriculum. Three weeks into the internship, however, I was informed that after one teacher suddenly decided to leave the elementary department, the classes were being restructured. This meant that in the afternoon the three fourth graders I was initially planning to have throughout my curriculum would be mixed with students who would miss half of the instruction on my curriculum since they would not be present for the language arts lessons.

Due to the size of the school and the student population, the standards were addressed in a different manner than at most schools. For language arts and math, students are grouped at ability level, creating a group of students at the fourth grade

level and a second/ third grade level mix for language arts; a third grade level and a fourth grade level for math. Standards are taught at these levels. For other subjects such as science and social studies, students are grouped based on grade level. In this case, since only two teachers were available to teach science and social studies to six first graders, three second graders, two third graders, and three fourth graders, they were also somewhat grouped according to ability levels. The three fourth graders were combined with the two third graders and one second grader to comprise one group. The other students were in the lower group. Since the academic year of 2009-2010 begins in an odd number (2009), students are taught using odd numbered standards for Science and Social Studies. This means that the higher group was taught using third grade standards and the lower group was taught using first grade standards as a guide.

The Students:

Student 1: JG

JG was an eleven-year-old Deaf boy who has hearing parents. He lives in Santa Fe and only stayed in the cottages on campus a couple of times during my internship. He is the middle child of three boys and at home, the primary language is Spanish. His parents know very little sign with his mother knowing the most, which is minimal at best. According to his age, he should be in the fifth grade, but he repeated third grade in the previous year making him a fourth grade student. At the beginning of the internship, he read at a 1.2 level according to the Accelerated Reader program which means that he reads at a beginning first grade level. His favorite subject in school is

math and he is on grade level according to MAP tests for math. His least favorite subject in school is writing. He did not like to write at all and would often try to find anything else to do in class other than writing, often wasting time and becoming a behavior problem. According to his regular classroom teacher, he is on grade level according to science and social studies as well, but because they covered fourth grade standards last year, the third grade standards were being addressed for him again this year. JG is a very happy student who enjoys coming to school and rarely misses a day. He was on the upper elementary basketball team and enjoyed going to the extracurricular activities with the students that stayed in the cottages some of the time.

Student 2: GG

GG is an eleven-year-old boy who is also from a hearing family that speaks primarily Spanish at home. His mother signs some, but GG was beginning to become frustrated with her after continuing to make promises to him and then not following through. GG read at a .9 Accelerated Reader level, placing him in the high kindergarten level for reading. He is also at a first grade level for math. According to his regular classroom teacher, he did fine being placed in the fourth grade level for science and social studies, although this year they were focusing on the third grade standards. His regular classroom teacher felt that being at the school for five years and working with her for the year prior and the current academic year, he should be showing more growth and development academically and recommended him for memory testing. He was tested by the school diagnostician on May 13 2010. I have not received the results from that test. GG is very popular with the other students in that when he tells a

story or makes a joke, everyone likes it and pays attention to what he says. His regular classroom teacher, principal, language coordinator, etc., all commented on his skillful usage of ASL. When asked, GG said that his favorite subject in school was language arts and that his least favorite was social studies. When asked why he liked or did not like a subject, he could not formulate a reason. There were many instances that came up during my internship where this student reacted violently or unreasonably in a given situation. An example of this is when another student, a first grader in another class, wanted to see a toy that GG had brought to school. He made comments that the other student was stupid, that he would steal the toys, that he hated the other student and began to cry. During this time he hit the desks and kicked a wall.

Student 3: AV

AV is a ten-year-old boy who comes from a Spanish speaking hearing family that lives in Albuquerque. He has two brothers, one older, one younger. The older brother has exposed him to many offensive movies and websites, showing him not only R rated movies, but also movies that verge on pornography. His family does not sign and although they have been talking about moving back to Mexcio, where his family is from, for the last three years, it has not happened yet. AV is also in the fourth grade although he did repeat third grade with JG and GG the previous year. He read at 1.5 level at the time of my arrival at the school according to the Accelerated Reader Program and during the guided reading time, he was on level 11 of the Riby Readers. He likes math or science as his favorite subject in school and likes language arts the least. According to his regular classroom teacher, he is the highest functioning of her

four language arts students, JG, GG, AV, and SB, regarding language use and cognitive ability. He is able to infer meaning if only some of the information is given and can draw conclusions based on inferred and literal information in books. AV can be a very sneaky student in that he knows which behaviors could get him in trouble in school so he still does them, but only when teachers are not looking or around people he feels he can take advantage of. He has made many comments in the past about women's bodies, discussing breasts and even informing other students about how people have sex.

Student 4: SB

SB is an eleven-year-old girl from a Native American family that uses homesign or spoken English at home. She missed a great deal of school the previous academic year and was told by the school that she needed to attend more regularly. Out of the ten weeks that I was at the school for my internship, she was there three weeks. The five weeks when I implemented my curriculum, she was absent everyday. There is nothing that the school can do because it is a matter for the reservation to deal with and although New Mexico does have laws regarding truancy, student that live on a reservation are exempt. For most of the day, SB is in a class with students who need extra support and behavioral interventions. She goes to a class with other students for language arts due to her large vocabulary in English. Although she reads and writes quite well, her comprehension is in question so her Accelerated Reader level is quite low. During reading time she would often look at the pictures in books about animals,

specifically horses and cats. I was planning to use lessons from my curriculum pertaining to language arts with her, but due to her attendance, this was impossible.

Student 5: MM

MM is an eight-year-old girl in the third grade. She is the only child of a hearing family. She lives with her father who uses spoken English to communicate with her and occasionally uses spoken Spanish. She is able to hear quite well and although it would be beneficial for her if her father learned to sign with her, their communication is not a problem at this point. Her writing most closely approximates correct standard English form out of all seven students listed here. She is able to read at grade level and is placed in the science and social studies group that is at her grade level as well. She had some behavior problems in being physical with other students in inappropriate ways meaning that she would sometimes push/shove other students and on a couple of occasions, hitting was witnessed. While she always claimed that the other child was the aggressor and she was just copying the other student (i.e. “he did it first”), those are still unwanted behaviors in the classroom. MM and LH often had problems during and outside of class.

Student 6: JP

JP is an eight-year-old boy in the third grade. He is raised by his mother who is Deaf and a former graduate of this school. He read below grade level, but was at grade level for math, science, and social studies. JP has been known to lie to get out of trouble because he knows that what he does sometimes is wrong and does not want to be

punished for it. The most common of his unwanted behaviors toward other students is his facial expressions will display dislike or arrogance toward the other student or he will be physical with the other students, often pushing the other students around. He often had issues with other students in class, especially MM and GG.

Student 7: LH

LH is a seven-year-old girl who is the oldest child of two Deaf teachers at this school. She has one younger brother who is also Deaf and is in kindergarten. She is on grade level for Social Studies and Science. She is in counseling one day a week with the school counselor due to some behavior issues. Other teachers and staff have commented that she is a very bossy little girl and often is the antagonist when bullying issues are brought up in class. She also had problems with relating to adults in that she would often become angry that her work was not perfect or that it did not look like the teacher's example so she would throw things, walk off, get into power struggles with the teachers, or try to distract other students.

The Curriculum in Practice:

This curriculum was implemented from April 14- May 14 of the 2009-2010 academic year. The first class was comprised of four students, three boys and one girl, in the fourth grade. This class was exposed to the language arts portion of the curriculum. The second class included six students, two girls and four boys, ranging in grade level from second to the fourth grade. This class was exposed to the social curriculum portion of the curriculum. Three students, three of the boys, received

instruction in the entire curriculum that was taught. This curriculum had to be split between the two classes since another instructor in the elementary school left teaching abruptly and her students were separated into two classes.

For the implementation for this curriculum, the language arts lessons used first grade standards, giving access to the fourth grade standards (since the students were at the fourth grade level) and the social studies used third grade standards (even though only one third of the students in this group were in this grade level).

Due to the late start of the implementation of the curriculum, attributed to testing, school-wide projects, spring break, and the rearranging of classrooms, not all of the curriculum lessons were used. None of the history lessons were used. I decided not to use the history lessons in my curriculum due to the varying levels of experience within this group that was unexpectedly placed together for the last quarter of the school year. Another factor that influenced that decision was the fact that both groups had already covered the standards that my curriculum addressed for the Social Studies lessons and there were other standards that had not been addressed. Also, time was a huge factor for this decision since the teaching time for Science and Social studies was cut almost in half the last two weeks of my internship due to ASL instruction that “pushed-in”. There was a problem with bullying that was elementary school-wide. Thus, many of the lessons were developed with bullying in mind. Regrettably there was not enough time to finish the curriculum. The language arts lessons were modified for students based on their interests and therefore while I was there I developed

lessons using a book that became very popular with the three boys, GG, JG, and AV, *Diary of a Wimpy Kid*.

Unit 1: *The Three Little Pigs* (April 19-April 30, 2010)

Day 1:

The first day of implementation of my curriculum began by me showing the title of the “Three Little Pigs” on the board using the Doc Cam. I asked the students if they had ever heard of the book. I knew from previous questions to the regular classroom teacher that they did know the story, but I wanted to see how much of it they remembered. From showing the students the title only, it was obvious that they did not recognize the story although two out of the three students were able to sign all of the words in the title. When I revealed the entire book cover, they made comments that indicated that they had read the book before. The students said that they knew the book and one student, AV, even started to tell me that he remembered the pigs and that there was a wolf involved, although he did not remember the whole story line.

I read aloud the story pointing out some words that they should have known, at request of their regular classroom teacher. After the read aloud, I asked them what they thought about the characters in the story. From their blank faces, I could tell that they were unfamiliar with the term “character”. I modeled by using an example from the book that the librarian used for her read aloud to the boys once a week. I listed the characters from that book and then I asked if they could tell me the characters in the book I had just read aloud. One student, AV, started saying that the third pig used

bricks to build his house. I used that comment and I asked him what the character was in that- a character being a person or an animal in a story. He was able to narrow it down to the pig. I told him that the pig was a character, that he was right. I asked for other characters in the story and from there, GG commented that another character was the pig that played the flute. I told him that there was a character that he mentioned, but to narrow it down, I again asked what he thought was the person or animal in the story. JG helped and said that it was the pig in his comment, the first pig, that was the character. He went on to say that the second pig was also a character and so was the wolf. I wrote all of these characters on the board and told the students that we would come back to that tomorrow, but there was not enough time to finish the lesson today.

Day 2:

To begin the lesson today, I brought the book I had read aloud yesterday. I asked the students to summarize the story. They were able to do so as a group. AV started, and JG helped him out when he forgot a part. After the two were done summarizing, the GG wanted to add to their retell, which was basically just restating what the other two students had said.

From that point, I started talking about the students' books that they had each written for a school wide project called the "Author/Illustrator Competition". I asked if they knew who wrote the book that we had read yesterday (the author is not stated on the cover). Students had to find the author on the inside of the book. I asked them

if they had any questions for the author of the book. When no questions were generated, I modeled “good questions” and “bad questions” for them (asking questions that were not relevant to the book were not considered good questions). I tried to lead them to question the author themselves by asking them questions such as: why they thought the first pig played the flute- what significance did that have and what did that tell us? JG responded immediately that it showed the pig was hearing (his primary concern with animals, people, characters, everything it seemed, was whether they were deaf or hearing). I asked all of the students if they agreed and they nodded in affirmation. I asked them how they knew that. JG explained that hearing people can play instruments and Deaf people cannot. I asked them if they thought the other pigs were Hearing or Deaf and they all responded that they were Hearing. They said they knew that they were Hearing because they were all playing instruments and singing. I then asked about the wolf. They said he was hearing because in one of the pictures showed that his eyes were facing in two different directions and that he probably could not understand sign with eyes like that. Also, AV said that he sang and he rang a doorbell and the book did not mention anything about lights flashing inside the house. I asked them why they thought the author made all of the characters hearing? They said because the author was probably hearing himself. The students started producing questions from that point (see figure 33 in the appendix).

I wrote all of the questions that were generated on the board and titled it “Questions for the Author”. I asked them if they thought they would remember the

story now that they were able to ask and answer questions to the author. They all said yes, they thought they would. I told them that I would test that theory in a week.

Day 3:

Before class today, I had copied each of the characters from the book onto 11x17 paper with the character appearing at the top of the page. When the students were ready for these lessons, I introduced this lesson by asking them if they remembered the characters involved in the story from the lesson yesterday and the day before. They were able to list the characters again. I asked the students whose perspective they thought the story was written from. I then wrote the word “perspective” on the board. The students did not know what to say and were seemed to be unclear about what perspective meant. I told the students to put that question on hold for a minute, but that we would get back to it.

I introduced the activity, character descriptions, by asking the students what they thought about each of the characters. For each character, I hung the paper with the character’s picture on the board using magnets and underneath, I wrote one sentence from what the students told me that described the character. I gave the students the option to pick their own character to do the remainder of the description. I helped the students with spelling, but mostly, the students were able to do the activity on their own. When they were done, I told them they could color their characters, but being fourth grade boys, they were not interested in this part and colored the character’s pictures quite hurriedly.

When all of the students had finished writing their descriptions of the characters, each student presented what they had written while the audience was to state whether or not they agreed with the description (the students always agreed with the description from the other students, even when AV presented his that had the same thing written in three sentences).

I took the three pigs and I asked the students if they were writing a book about themselves, would they say that they are good, nice people or that they are bad, mean people. The students said that they would say that they are good people. I brought up a student from another class that had many issues with GG. I asked GG how he would characterize this other student if he were writing a book. GG said that he would say that the other student is not very nice, that he does not know sign, and that the boy is stupid. I used that to bridge to the idea of perspective in the story by asking who was the “bad guy” in the story and who was the good guy. They were all able to make that connection that the book was written from the pigs perspective because it viewed the wolf as being bad (students said that they thought the book was specifically written from the third pig’s perspective because the first two were not painted in a positive light either).

I handed out the rubric for the students to rate themselves with. I explained and signed what each category was and what each of the ratings meant for that particular category. The students all said that they had done well, with the activity, but they did acknowledge that they could have improved, by the standards of the rubric. By the time the students were done with the rubrics, it was past time for them

to move on to their next lesson, so I cleaned up while the students went to their physical education class.

If I were to do this lesson again, I would pass out the rubrics at the beginning and explain what each of the categories meant so they would be able to let the evaluation tool guide their work.

Day 4:

As the students finished with their dialogue journals and came over to the front table, I again held up the book of *The Three Little Pigs* and told them that today we were going to write a script and role play the book. I asked for volunteers for each of the characters and, of course, all three boys wanted to be the third little pig. I quickly got a piece of paper, wrote pig 1, pig 2, pig 3, and wolf on it and cut them out, letting each of the students pick who they wanted to be. Again SB was absent so I was the wolf, the last card left. I tried to get the boys to write the script before we role played, like my lesson says, but after about five minutes it became obvious that it would be easier for them if we role played and wrote the script at the same time (for script see appendix). The students started acting out the different scenes and I transcribed what they said and did to create the script. After I wrote it, they could only sign what was in the script so it was modified a few times during the practice runs when the students wanted to elaborate.

After the practices of the traditional story script were underway, the students had the idea to make a Deaf version like we had been talking about two days before

(which fit in perfectly in with my lesson plan). The changes that were made were that the pigs did not play instruments, but that they were playing computer games, the pigs had lights that flashed when the doorbells rang, and that the wolf had to have a whiteboard and markers to write to the pigs when he(I) discovered the pigs were all deaf.

Day 5:

Today when the students finished their previous activities, they came over to me ready to film what we had practiced yesterday (the role plays of the two versions of *The Three Little Pigs*). Since SB was still not there, I had to explain to the students that we should wait one more day since her mother told their regular classroom teacher that she would be back the following day. I informed them that we would go ahead and film it tomorrow regardless if she was there or not, and even though they were still disappointed, they cheered at this. I consoled them with the idea that today we were still going to be working with *The Three Little Pigs*, but that it was going to be fun and different too. I told them that just like yesterday there was English only time (following the schedule/routine that the regular classroom teacher had set up), but that today we were going to have ASL play time. I asked them what they knew about ASL play and they responded that there were jokes and number and letter stories, but that was it. I told them that we were going to make an ASL story for the lesson that day. It could be based on numbers, repetition, letters, etc. whatever they wanted as long as it told the story of *The Three Little Pigs*. My classmate and I had made up a short rhythmic song in ASL about it and I showed them a short part of it as a model.

Showing that became more of an ASL story starter since the students used what my classmate and I had created to start their story rather than starting from scratch like I had intended. They loved it, especially the “blow the house down” parts (there is a transcribed ASL version of the taped presentation in the appendix). The students struggled with the end since they were unable to think of a way to incorporate the 3 time repetition into the ending. After a few minutes of arguing, AV took control and said that it was fine that it did not fit the repetitive characteristic of the rest of the story, and they all decided that he was right. The three students used different signs for how the wolf runs away at the end of the story. This is in contrast to the rest of the video, which shows the students signing the same thing at the same time.

Day 6:

After seeing that SB was again not at school for a third week in a row, we went ahead and practiced and videotaped all of the work we had done in ASL last week including the role plays and the ASL story. During our practice, the students pulled out their scripts from last week and when GG wasn’t able to read what it said on his own, AV was able to help him. There were two of the first graders from the classroom that had to be absorbed by other classes in the room at the time who were so captivated by what we were doing that their lesson had to stop and they became our audience along with the two adults that were teaching them.

Day 7:

Since we had videotaped the ASL piece from last week yesterday, I used that as my starting point for today. I wrote the word “poem” on the board and asked them what it meant. I fingerspelled the word and had them fingerspell it and it still did not help them understand the meaning. I signed the word two different ways when they recognized it as being part of the phrase “ASL Poem” that we had been working with before. I showed the three students the video they had made from yesterday (the ASL Poem) and told them that today they would be writing another type of poem, but this time it would be in English. I asked them what they thought it would be in an English poem of *The Three Little Pigs*. They said that it would be the same word over and over and over since in the ASL poem we had just done was repetitive with each sign being repeated three times. I explained that in ASL there are different kinds of poems, handshape, abc stories, number stories, repetitive stories, etc. In English, there are different kinds of poems too. I started explaining that some poems in English rhyme and some of them do not. I wrote the word “cat” on the board and asked them what it meant. They all knew and signed “CAT”. I told them that words that rhymed usually ended with the same letters. So I wrote “at” on the board and asked them to put a letter at the beginning that would make it a word. AV said “s”. I asked him what it meant and they signed “SIT”. We listed many words that ended the same as “cat”. I told them that all of those words rhymed with cat, meaning that when they are spoken, they sound similar. I told them that rhyming was a component in many English poems, but not all of them.

JG and GG had been exposed to rhyming in English during their speech therapy time, so they were very interested in hearing it. During Accelerated Reader time today I pulled them aside and read aloud *The Cat in the Hat* (with the speech language pathologist voicing) to show how the words rhymed at the end of the sentences. I had to model how to find English equivalencies on the board for their ASL poem, for most of it, but at the end, they understood what to do, as evidenced by their participation and their suggestions for the next sentences. Their English word order was not always correct. The students knew what words they wanted for each line, and knowing that they wanted it to rhyme, they arranged the words so that the rhyming word was at the end, even if it was not grammatically correct and sometimes not even part of the story. An example of this is when they wanted the poem to read, “Three little pig nice/ wolf mean not nice/ wolf try eat/ pig run other house beat...” The meaning behind those lines was (according to my interpretation), “The three little pigs were nice, but the wolf was not. The wolf tried to eat the pigs, but when he came knocking on their doors, they ran to the other pig’s house and beat him inside.” While this may seem like an error, I also considered it to be an illustration of their understanding of rhyming in an English poem. A copy of the English version is in the appendix. This entire lesson took almost an hour, meaning that I exceeded my time frame for this lesson. If I were to do this lesson again, I would start it on one day and finish on another, splitting the lesson into two days.

Day 8:

Today I started class by holding a book in front of me, *The True Story of the Three Little Pigs*. I asked the students if they had ever read this story before. AV remembered it partially and then tried to explain to JG and GG what happened, but it was mostly a retelling of the traditional story from the past week and a half. This demonstrated that he did not really remember the story.

I asked the students what the title of this book was, knowing that JG and AV should know all of the words regardless of the previous experience with the traditional version. They read the title aloud and when and commented that the wolf wrote it, since it says it is by A. Wolf. I then asked them if they remembered who the author was from the first story. After telling them that making a guess was fine, GG said he thought the third pig wrote it (his character in the role play). His reasoning for that was that he was the smartest pig so he probably knew how to write so he wrote the book. He called the first two pigs stupid, offending AV and JG. They both tried to defend their characters, saying that their pig was the author because each was the smartest. While this conflict was not resolved independently (there was no wrong or right answer to which pig wrote the book since it is not stated), the way in which the students were arguing showed their ability to use perspective when analyzing a piece of children's literature. For example, AV said that his pig (pig 1) had to be the author, because the other two would not have known what happened to him in the beginning since they were not there. This shows that he understands the idea of perspective and that in order for someone to write about an event, they must have witnessed it or been

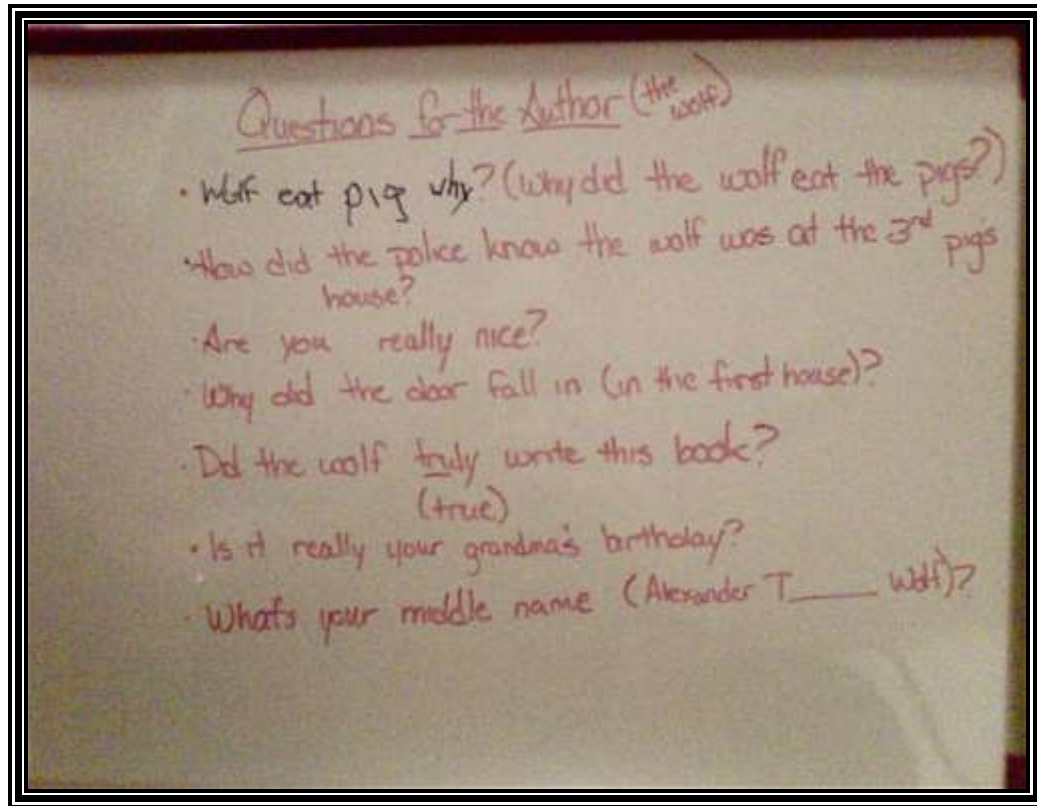
told about it. In the end, after I suggested that all three of them got together to write it, AV and JG agreed that it was plausible and convinced GG as well.

Since the titles both contain the word “the three little pigs,” I asked them if they thought the story would be the same. They all said they thought it would be the same. I told them that when there are two people talking about the same story, they are talking from different perspectives, writing the word on the board, signing and fingerspelling it. I asked the students if GG pushed AV, and they both came up to me and told me two different versions of what happened, is only one person right, or can they both just see the same situation from different perspectives? The title of this story is *The True Story of the Three Little Pigs*, so does that mean that the other story is fake or make believe? AV immediately said that the title of this book was wrong that the other one is true and that this one was a lie. The speech teacher came and I asked her to do a push-in session with GG instead of pulling him out so he would not miss the read aloud.

I did the read aloud using a think-aloud approach again. I started reading the book aloud to the students as it introduces the wolf as Alexander T. Wolf. I had asked the students what the name of the author was according to the cover of the book. They flipped it over and found A. Wolf. I explained that the two were the same person, but two ways of writing it, which took awhile since none of the three boys knew their middle names (I found out later that AV does not have a middle name) so I couldn't use their full names as references. As the story continued, the boys started picking out similarities and differences in the stories, noticing that they still made the houses out

of the same materials, but noticing that the wolf was dressed in formal clothes and that the wolf ate the pigs in this story. The speech teacher focused on specific words with GG during the read aloud and it slowed the reading and his comprehension down. The read aloud took entirely too long.

After the read aloud this time, I asked the students again what they should do with a book after they are done reading it. To my delight none of them said to just put it away and move on to the next activity. JG ran up to the board and after picking a dry erase crayon, began to write on the board “ why pig eat?” I asked him why he wrote that. He looked at me for a moment, then began to erase his question. I told him not to, that it was a great idea, but I wanted to know why he was doing it. He said that it was a question, but did not remember that it was a question for the author. After seeing that none of the other students remembered that it was a question for the author, I went back to JG and asked him who he wrote the question to: AV, me, the regular classroom teacher, the speech language pathologist, etc. I wrote the phrase “Questions for the Author” and after seeing that, he was able to answer (with AV’s help) that the question was directed to the author. The boys remembered that questioning the author meant to ask the author questions as though he was sitting in the room, but since he was not we had to write them down. The students thought of more questions that I wrote on the board (see Figure 1).

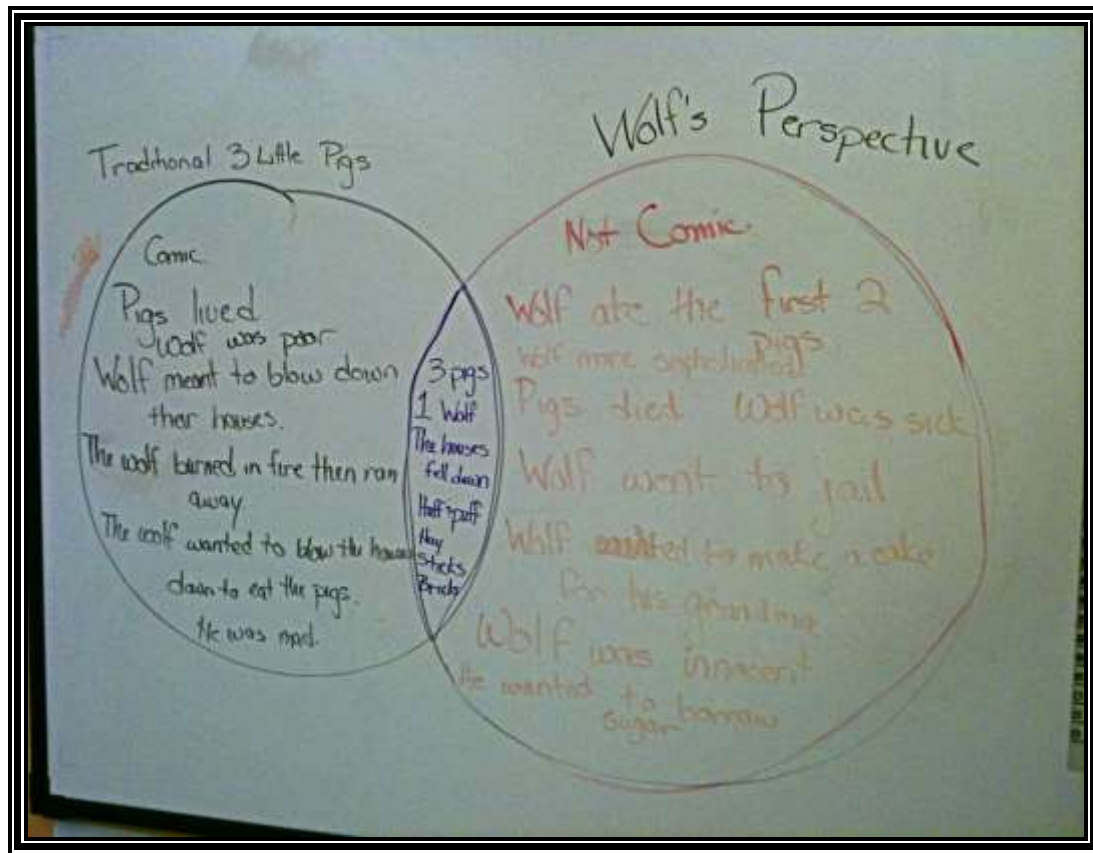


(FIGURE 1) QUESTIONS FOR MR. WOLF

Some questions are phrased as though they are asking to an author about the wolf or about the pig, but as can be seen in the figure above, some ask questions to the wolf directly. Some examples of the questions posed to the wolf are: “Are you *really* nice; Is it really your grandma’s birthday; What’s your middle name?” These questions show that students understand that this book was written from the wolf’s perspective and are asking questions from that point of reference. The other questions do not yet show that understanding, indicating that more work is needed for all of the students to understand the concept of perspective in children’s literature.

Day 9:

When the students were finished with the dialogue journals and ready to start our perspective study, they came over to the front table and saw me drawing a Venn Diagram. I knew they had seen one before from a science lesson I taught before, but I asked them to explain it. They told me it was like two groups of things, but they were unable to expand on that thought any further. I told them that recently, they just read books about two different perspectives of the same story and I again highlighted the word “perspective”. They agreed. I told them that another way to use books and a strategy to help them remember them later was to compare them. I explained that on one side of the Venn- Diagram, was the Pig’s perspective of the story, and the other would be the wolf’s perspective. I compared this to the way that American Sign Language represents two sides using pointing to different places in space. They filled in as much as they could remember about both stories in the Venn diagram (see Figure 2). The students had to explain occasionally when I did not understand why they made a certain comment (i.e. the wolf was poor because in the book written from the pig’s perspective, he was wearing torn overalls as opposed to the book written in the wolf’s perspective where he was wearing a fancy suit).



(FIGURE 2) VENN DIAGRAM - THE THREE LITTLE PIGS

The figure shows the Venn Diagram with the comments of the students in each of the three areas. The comments for the Pigs' perspective are: This version was funny, the pigs lived (they just ran to the third pig's house), the wolf was poor, the wolf purposefully blew down the first two pig's houses, the wolf got burned from the boiling pot in the third pig's house and then ran away, the wolf wanted to eat the pigs, and that the wolf was mean and mad in the story. The comments for the Wolf's perspective are: This version was not funny, the wolf ate the first two pigs, the wolf was more sophisticated, the first two pigs died, the wolf was sick, the wolf went to jail, the wolf was trying to make a cake for his grandma, the wolf was innocent (he just wanted to borrow some sugar). The overlapping sections, or the area that showed

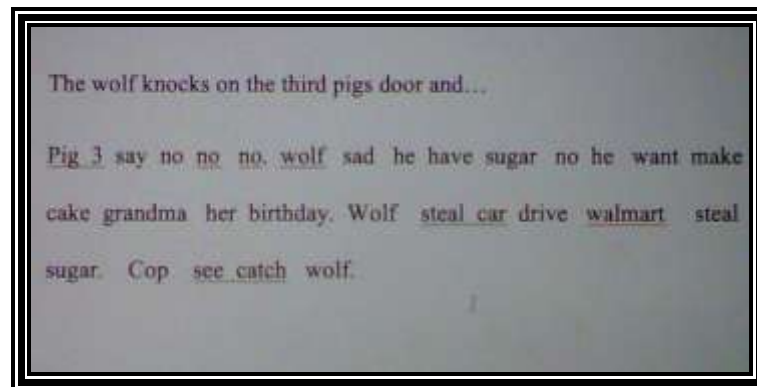
what the two versions had in common read: there were three pigs, the wolf blew the first two houses down, there was one wolf, the wolf huffed and puffed, and the houses were made of straw, sticks, and bricks. The most striking comment to me was the comment on the pigs' perspective side where it says that the wolf was mad compared to the comments on the other side of the diagram about the wolf being innocent and that he was just sick. These comments show that the students were able to see the character of the wolf in the same story in a very different light depending on the perspective they were viewing.

Upon reflection, I wish I had typed up one that was suitable for student use and had them do it. The students had experience with rubrics from the ASL 6+1 traits so it may have been an activity they could have accomplished independently. From the completion of the Venn-Diagram, it demonstrates that the students understand that two books written using two different character's perspectives can tell a different story about the same event.

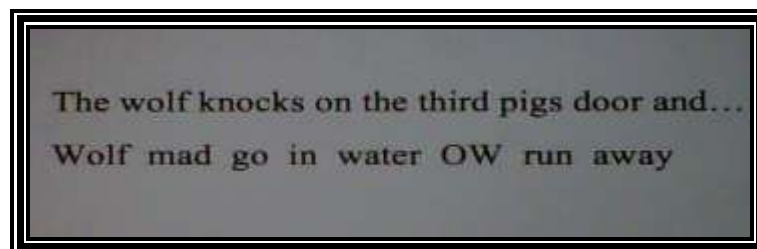
Day 10:

Today I started the day by saying that we were going to rewrite part of the Wolf's perspective of the story. The students misunderstood and thought that they were to copy the ending right out of the book. I clarified the directions by going through each of the pages leading up to the ending, having the students retell each page. When the wolf was pounding on the door of the third pig's house, I stopped and asked them to pretend like they did not know what happened and write a different

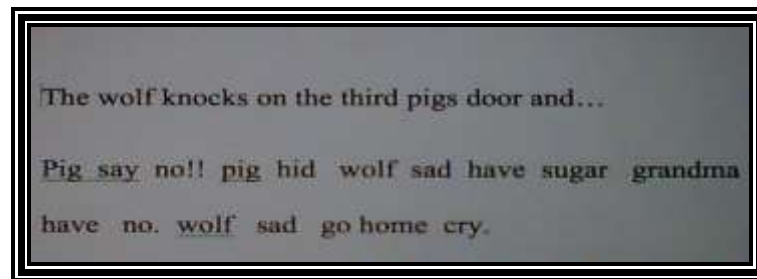
ending to the story. They all started to tell me what happened instead of writing it, but I insisted that they write it. When GG asked me to use the computer to type his story, I said yes, knowing that he likes to type stories. I did not realize that the other two students would want to go get their laptops and type their stories also. The three students typed them their endings for the rest of the time and when they were done, I printed them and had the student illustrate what they said would happen (see Figures 3, 4, and 5).



(FIGURE 3) JG'S ENDING TO THE WOLF'S STORY



(FIGURE 4) GG'S ENDING TO THE WOLF'S STORY



(FIGURE 5) AV'S ENDING TO THE WOLF'S STORY

Two of the three students, AV and JG, were able to write from the wolf's perspective stating that the wolf was sad that he had no sugar to make a birthday cake for his grandmother. The third student, GG, repeats what happens in the traditional version of *The Three Little Pigs*, saying that the wolf gets hurt jumping into hot water at the third pig's house and then runs away. This shows that two of the three students are understanding perspective and are able to write the ending of a story based on one character's perspective, not just using the traditional (pigs) perspective, even though the students were more familiar with the traditional one.

Unit 2: *The Diary of a Wimpy Kid* (May 3-11)

Day 1:

As the students became ready for the perspective study, I asked them if they were tired of *The Three Little Pigs* yet. To my surprise, they all said they were not and wanted to continue working on it. I told them that we had to move on to another story, but I assured them that they would like it. I wish I would have continued working on the three little pigs theme with them since there are other books written

from different perspectives like in the books *The Three Little Wolves and the Big Bad Pig* or *The Three Pigs* by David Weisner.

For the last two weeks, the school librarian had been reading the book *Diary of a Wimpy Kid* aloud to the students every Tuesday during their read aloud time (every class has a read aloud time with her once a week at the elementary level). This book was chosen due to student interest. All of my students had checked out the book from the library and/or had bought the book at the school book fair. After noticing that the boys were getting through the book very fast and knowing that the book was at a higher level than all of my students could read at, I had requested that it be the new read aloud book for them.

Today I brought out the book during our language arts time, which is when I did this portion of my curriculum. I did not have to ask them what it was. They all started signing the title (They all liked to sign the title and liked the sign “wimpy” that the librarian used during her read aloud. I asked them what had happened so far in the story they had read with the librarian. They were able to tell me some scenes that they remembered. One scene that both JG and GG explained was about girls not caring about who could run the fastest anymore, but who had the cutest butt.

I asked the students what reading strategy we had been trying to use. AV responded by saying, “We are questioning like we are interviewing someone”. Although AV did not mention that we were questioning the author, JG was able to help in his explanation to clarify that point. I then asked the students if they had been

questioning the author for this book. They looked around at each other and AV had a facial expression that to me said, “oh no! I did not realize we should do it with this book too!” I realized that we needed to discuss when to use reading strategies.

I asked the students to be thinking about questions for the author as I read the next part of the book to them. I read aloud for the next twenty minutes, covering the pictures with post it notes and having them guess at what the pictures would be to check their comprehension. This is important for when I want them to write their version of the story from the bully’s perspective and illustrate it. I wanted them to be able to write important details instead of just illustrating everything. Unfortunately, I had to end my read aloud early (30 minutes cut down to 20 minutes) due to a fire drill. Then class was over. I did not have a chance to discuss with them their questions for the author for that portion of the book or do any sort of wrap-up with them due to that fire drill.

Day 2:

Today I began class by asking the students what were some reading strategies they knew. No one could give me an answer. I tried to review some of the vocabulary by asking them some questions. In their Literacy Centers, they had a summary page where they needed to summarize their guided reading book, so that was used to help cue their memory. Also, I reminded them that they were asked to check for comprehension when they received new guided reading books. They finally remembered some strategies and although they were unable to name the strategies,

they were able to describe what they did with books explaining summarizing, questioning the author, and doing a story map.

I then asked the students when they should use those strategies. Should they only use them in Language Arts class, only at Accelerated Reader time, only in the library, only at home, etc. After a discussion the students were restless. The three boys started trying to think of more restricting times as a joke saying that they should only use it in the morning, then only until 9:00am. They carried it further, saying that they could not use those strategies any more today since it was after 9:00am. It was hard to continue that discussion after that since they still wanted to be silly. I told them that they should use it for all books that they read. I asked them why this would be beneficial to them. JG answered that it would help them to remember books. AV said it would help them pass the Accelerated Reader tests, like the one he had just taken. JG again commented that it would help you decide if it was a good book or a bad book (we had been focusing on voice/affect in books as part of the 6+1 traits of writing and talking about whether you liked to read it and how it made you feel was a big part of those lessons).

I then brought out the book that we had worked with the day before, *Diary of a Wimpy Kid*. I asked the students to summarize what they remembered from the read aloud the day before. As they signed, I wrote on the board what they were saying, leaving a few spaces blank to create a cloze. I had the students fill out the cloze as a class, helping each other and leading them in the right direction when they were unable to figure out the word that belonged in the blank. I then passed out the rubric I

had created for the cloze activity and I asked the students to rate how they did. Since they did this as a group activity, I let them fill out the rubric as a group. They rated themselves as 3 out of 4 in each category (the categories being: Finishing the summary, Independence level, and Retelling ability).

I continued the lesson by explaining that yesterday we did not have time for questions for the author due to the fire drill, but that if they remembered those questions, we could record them on the board today. Focusing on the phrase “questioning the author”, the students were able to provide an explanation as to what it meant. GG said, “We have to act like the author, Jeff, is in the room and write questions for him about the book.” He went on to specify that they should only be about the book, not other random topics. The students volunteered questions for the author and began recording them on the board. The students were disappointed they were unable to find the dry erase crayons so I took over writing the questions on the board. The questions were: 1. Greg skinny why (Why is Greg skinny)? 2. Girl like (Does Greg like girls)? 3. Why girl like (Why does Greg like girls)? 4. Does Greg have many friends at school? 5. Do you like the movie Avatar (Greg too)? 6. What does Greg do after school?

Some of the questions applied to previous parts of the book rather than the part that I had read aloud yesterday, but this activity showed that the students were deepening their understanding about perspective. They were able to ask questions to the author about the book and about the character’s feelings. Unfortunately, the questions above also reveal that students are still only considering the perspective that

is presented in the book rather than thinking about the perspectives that are not directly shown, like the girls or the jocks. This indicates that there needs to be more work toward guiding students to look for the other perspective in literature that are not explicitly shown.

Day 3:

AV was the only student in class today. JG had an appointment to get his hearing aid checked and GG was possibly at the dentist. I told AV that today we were going to start a project where we would write a different perspective for the book *Diary of a Wimpy Kid*. I asked him again what perspective meant and he explained that it was someone telling a story that was kind of the same and kind of different than the usual story. I asked him why it would be different and he replied that it was because the authors were different. I asked him why that would impact the stories and he said that they are looking at the same situation from two different views (he signed this very well although I am probably not explaining it as eloquently as he did). I asked him who the main characters were in the book. He listed the characters as: the wimpy kid, not knowing his name was Greg, girls, the bully, and the fat friend, not knowing his name either. I wrote all of the characters he mentioned on the board. I then asked whose perspective he wanted to write a new version, going through each character one by one. Since he was the only student there today, he got to decide. He said he wanted to do it from the bully's perspective.

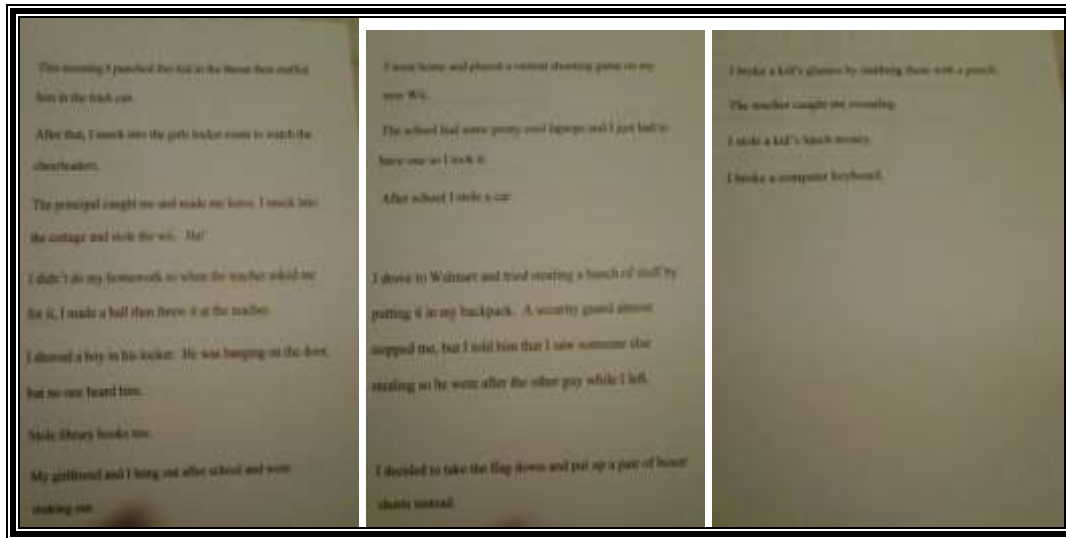
Next, I asked AV for ideas about what the bully would write about, reminding him that the book talks about what happened in Greg's day and how he felt about it. He made a few comments about what he thought the bully would do during the day, but he only provided a few ideas. His ideas were that the bully would, "get caught by a teacher swearing, break a computer keyboard, and steal another student's lunch money." What was significant about this one on one time with AV was not so much the ideas that he came up with, but that he understood that he was writing in the bully's perspective. Evidence of this was that he would use the word "I" not "the bully" or "he" when creating the ideas about what a bully would do during the day.

AV was very reluctant to participate today. He look uninterested and bored. His regular classroom teacher told me that it would either be a really good day because he wants the one on one attention or it will be a really hard day because he did not like to be there without his friends and had no one else's ideas to build on. The latter was right for the morning since JG arrived in time for Physical Education and was there for all of the afternoon classes.

Day 4:

Today I had all three boys, although still no SB, but that was to be expected since she has missed so much school recently. For the curriculum implementation today, I started by having AV explain what we had done yesterday. I realized after the fact that I had not told them that the goal was for the students to write another perspective of the class's favorite book *Diary of a Wimpy Kid* so I had to go back and

explain the goal. I then connect that to what AV had explained about what we had done yesterday. Even though I told AV that it was up to him to decide from whom the perspective was written, I wanted JG and GG to become invested and interested in the assignment too so I made sure that was alright with them. They both agreed. We reviewed the ideas about what bullies do during the day that AV had come up with yesterday and then I asked for more. All of the ideas are included in the appendix. Some of the ideas were pretty awful, but they were what the students thought bullies did all day. Some of them were so inappropriate that I decided that I needed to take a step back and set some ground rules: no sex or any language coming close to it, no weapons, and no killing (violence was accepted since it mentions it in the book and AV pointed that out and talked me into keeping it in). They all agreed and continued coming up with ideas, every once and awhile checking their ideas to make sure they were all following the rules. They had fun making up ideas and GG was the most inventive, and also the most graphically violent, of them. He was also the most involved and contributed more than his share of ideas to the list (see Figure 6 below). As the lesson ended today, I told the students to keep their ideas in mind because we were going to use these ideas tomorrow to make a story from the bully's perspective.

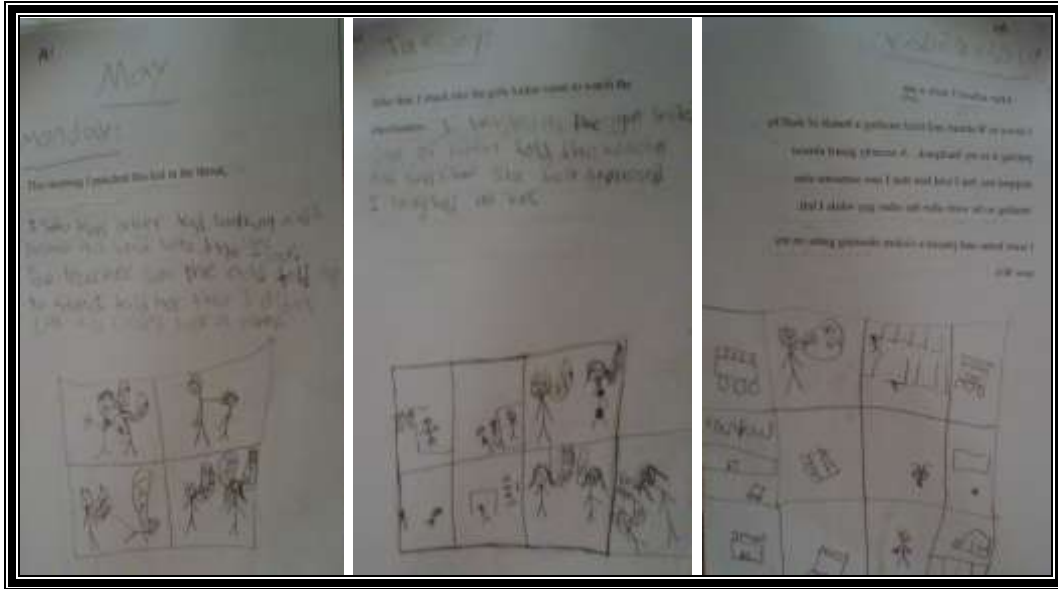


(FIGURE 6) CLASS BRAINSTORMING IDEAS FOR DIARY OF A BULLY

Day 5:

Today as class began, the students were looking for my laptop, where I had been typing all of their ideas about the bully's perspective and were so thrilled when I reassured them that I had already printed them out and I had them ready as soon as I was able to explain the directions of the activity. I gave them each three pieces of 11x17 paper and told them to title each one with the name of a day and then draw a box on the bottom part of the paper for an illustration. Thinking about it now, those were things that I could have done and had ready for them. I told them that they needed to have certain things on each of their papers- at least three sentences, at least one picture, the name of a day, and their names on the back (I also wrote this on the board). I asked them to repeat the requirements back to me and they did so. I provided them with the papers of the ideas that they had come up with for the last two days. I started signing each sentence aloud and allowing time for the students to decide

if they wanted to use the sentence or not. If the student wanted to use it, then he had to cut it out and glue it on to the day. I found that this did not work like I had planned. They all started searching through the sentences, too busy to look up as I was signing the next sentence so by the fourth sentence I was becoming slightly frustrated. I decided to change my approach and ask the students what sentence they were looking for. I started with JG and he asked me where the sentence was about stealing a Wii from the cottages. I told him to look for the sentence with the word Wii in it. Of course he found another sentence talking about a Wii and I had to tell him that it was a sentence with Wii and cottage, not the one he was pointing to. It took a moment, but he found the right one. I then went to AV and did the same. As it turned out, AV did not want to just use the ideas that they had brainstormed as a class, but he wanted to elaborate on a couple of the sentences. He would sign a sentence to me and I would write it on a small white board and ask him for help on spelling words that I thought he knew. Then he copied the sentence from my white board (see Figure 7). I did this with JG (see Figure 8) and AV until we ran out of time for the day. I told all of the students that I would hold on to their papers for the next day.



(FIGURE 7) AV'S DIARY OF A BULLY

AV's example reads:

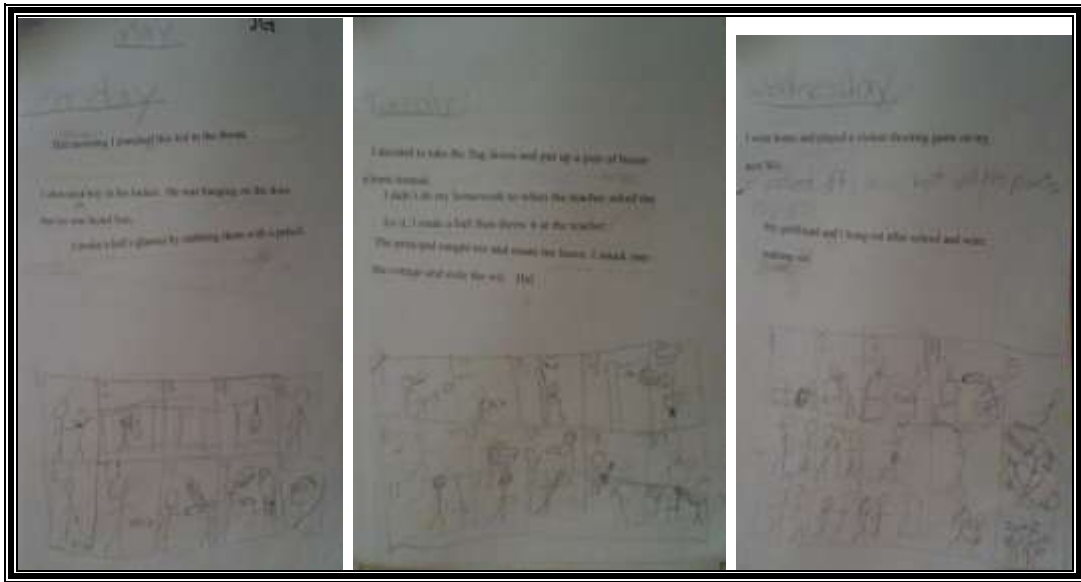
May

Monday: This morning I punched this kid in the throat. *I saw this other kid walking and I pushed his head into the floor. The teacher saw me and told me to stay. I told her I didn't care and left her room to go sleep.*

Tuesday: After that, I snuck into the girls locker room to watch the cheerleaders practice. *I laughed at the girls. One of them told the teacher and said that she felt depressed. I laughed at her.*

Wednesday: After school I stole a car. I drove to Walmart and tried stealing a bunch of stuff by putting it in my backpack. A security guard almost stopped me, but I told him that I saw someone else stealing so he went after the other guy while I left. I went home and played a shooting game on my new Wii.

AV's entries shows that he knows he is writing from someone else's perspective, not his own and not Greg's. Also, in the Tuesday entry, he writes about the feelings of the girl that he is watching (that she felt depressed). This shows that he is able to understand that his actions, as the bully, effects other characters and is able to see how she would feel (viewing the situation from her perspective) too.



(FIGURE 8) JG'S DIARY OF A BULLY

JG's example reads:

May

Monday: This morning I punched this kid in the throat. I shoved a boy in his locker. He kept banging on the door, but no one heard him. I broke the kids glasses with a pencil.

Tuesday: I decided to take the flag down and put up some boxer shorts instead. I didn't do my homework so when the teacher asked me for it, I made a paper ball and

threw it at the teacher. The principal caught me and made me leave. I snuck into the cottage and stole the Wii, ha!

Wednesday: I went home and played a shooting game on my new Wii. I pulled off a kid's belt and his pants fell off. My girlfriend and I hung out after school and were making out.

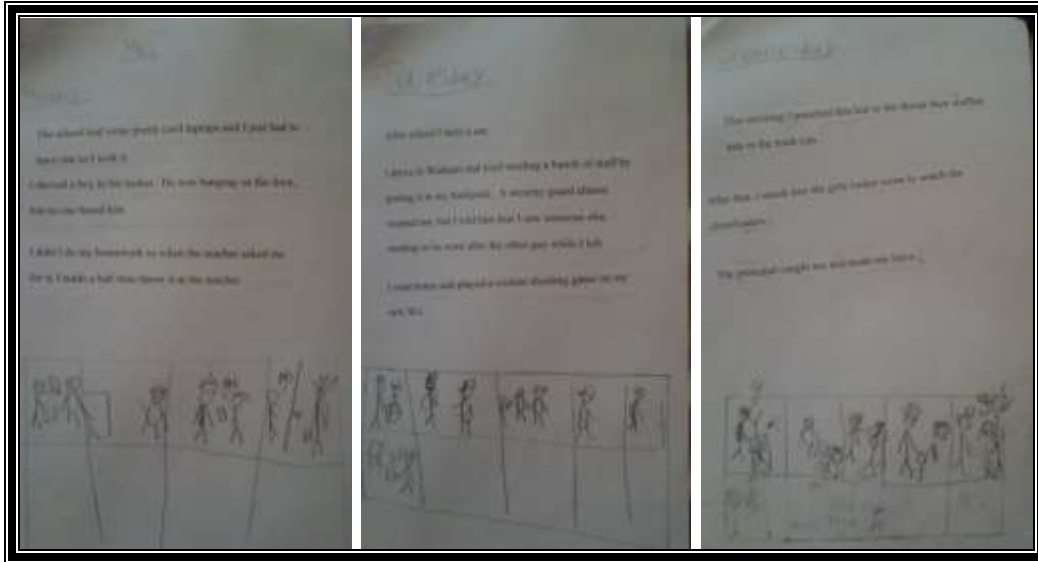
JG's example shows that he is able to write from another character's perspective as if it were his own, but does not yet demonstrate the ability to understand how his actions effect other characters. Through discussion with JG, he did state that the teacher would feel sad if he threw a paper ball at her and that the kid would feel sad if he broke his glasses and shoved him in a locker, but he did not write this. This shows that he is on the way to understanding and being able to write analyzing the perspective of all of the character's involved in the story, but is not quite there.

GG was pulled out for Speech during this activity maybe five minutes into it. It was disappointing because he missed part of the explanation and when he rejoined the group, he started drawing right away and only glued one sentence on to a page and drew an illustration that was completely random and did not connect to the sentences. I had to ask him to explain what he wanted the picture to depict and then help him find the sentences would match the pictures. He did not care about the order of the sentences at all. He was upset that he was not able to draw whatever he wanted if he did not have sentences or write something that connected to the picture. He was unable

to find sentences when I told him key words that would help him identify the sentences. This was possibly due to the fact that there were so many unknown words for him and he felt overwhelmed. I think he would have done better with this activity if he had not been pulled out or when he came back that he and I could have worked one on one.

Day 6 and 7:

Both today and yesterday were spent working on the students' version of bully's perspective stories. They continued writing/organizing their stories and when they finished, they were able to draw pictures to illustrate their stories. Although I did not say anything about them drawing in comic form, all of the students used multi-paneled pictures to depict what they had put in their stories. I think this was partially due to the fact that earlier in my internship, GG had won first place in the Author/Illustrator Competition (his book contained illustrations in comic format) and partially because the book uses comic-like figures. GG was frustrated since he had missed most of the class last week and was still organizing while JG and AV were able to start drawing. I let him draw the pictures as he finished organizing the sentences for one day so he would be organizing/writing and then drawing day by day. The other students had to do all of the writing before drawing. GG was at the frustration level, and knowing that student, it was important for him to still be interested and invested in finishing it (for GG's work, see Figure 9 below). This worked well and all three boys were very proud of their work. I asked them if they wanted to add color, but they all rejected that idea.



(FIGURE 9) GG'S DIARY OF A BULLY

GG's example reads:

May

Monday: The school had some pretty cool laptops and I just had to have one so I took it. I shoved a boy in his locker. He was banging on the door, but n one heard him. I didn't do my homework so when the teacher asked me for it, I made a paper ball then threw it at the teacher.

Tuesday: After school I stole a car. I drove to Walmart and tried stealing a bunch of stuff y putting it in my backpack. A security guard almost stopped me, but I told him that I saw someone else stealing so he went after the other guy while I left. I went home and played a shooting game on my new Wii.

Wednesday: This morning I punched this kid in the throat then stuffed him in the trash can. After that, I snuck into the girls locker room to watch them practice. The principal caught me and made me leave.

GG's sample has no written work from him, just the cut out starters from our brainstorming list during the previous lessons. Since there is no writing from him, it is difficult to say whether or not he understood how to write from someone else's perspective. In my discussions with him, he did not show understanding of what the other characters in his story may be feeling or thinking about the bully's behaviors.

Day 8:

As students finished their dialogue journals and came over to the front table, I asked them to review their work one more time to make sure there was not anything missing from their work. They all did and decided that they thought their work was complete. GG's is not complete in my opinion, although he said it was, probably since he did not want to be behind JG and AV. However, he missed so much time from pull-outs that it would have been impossible for him to complete all of the work. I collected all of their work, flipped them over so that they could not see who's "diary of a bully" it was and told them to pick someone else's to read. JG read GG's, AV read JG's and GG read AV's. I told them all that when they finished or as they were reading, they should be thinking of the strategies that had been listed on the poster. Although I did not tell them to specifically use questioning the author, all of the students did that, jotting down at least two questions for their classmates. While the

students were reading each other's stories, it became apparent that they were all so proud of their work and wanted the other students to like it. From what I observed during this time, JG was very proud of his illustrations, adding little comic jokes. AV was interested in his writing and pointed to the sentences he and I wrote together many times rather than focusing on the pictures. He was critical of the other's writing and asked JG why he included such a small amount of his own writing. GG seemed like he wanted the reader to focus on the pictures, even saying to JG to "put aside the writing and just look at the pictures." JG insulted GG by saying that his story was not funny when GG had intended it to be. GG became upset and did not want to participate anymore. JG realized that he had hurt GG's feelings (he was about to cry) and asked where he thought it was supposed to be funny. GG pointed to the illustration and started explaining it using ASL. It did not connect with what he had written, but JG either did not notice or did not comment. He started laughing to appease GG and GG continued to relate his grand ideas about what a bully does during the day as shown in his pictures. This shows that JG is aware of other's feelings and how what he does effects other people. He saw he had upset GG and without any prompting from me, he tried to resolve the situation on his own.

Day 9:

Today as the students took their seats, I informed the students that just like they had done, I went online and was able to find someone's version of what a jock's diary would look like. I told them that it was not a whole book, just a couple of pages, but that today to wrap up my internship I would read it aloud. As I read aloud, the

students were all very engaged and without my prompting, they started asking questions as I read, questioning the author. AV asked two questions, JG providing a possible answer to one and then asking his own question and GG commented a few times, but they did not apply to the task at hand. Instead GG wanted to elaborate more on certain parts of the story. The students still called the character a bully, not the jock from their own writing experience. AV's questions were: 1. Why does the bully cheat? (JG's response was that maybe the bully did not know the answer and needed a good grade). 2. Why is the bully so mean to Greg and not someone else? JG's question was: Why are the lights out in the classroom for detention? The students enjoyed another person's version of a book based on the book they loved, but from their questions, it seems as though they are still slightly unclear about perspective in this case.

Unit 3: The Social Curriculum (May 4-13)

Day 1:

Today I received an email from the kindergarten teacher saying that she wanted help in teaching her students about bullying, specifically what bullying looked like and what solutions to some bullying situations would look like. I will use this as the focus for the remainder of this perspective project since it is an issue with both classes I work with and apparently it begins at the early age of kindergarten. I think it would provide motivation for students to know that they will be videotaped and then it will be sent to another class to watch, especially LH since her younger brother is in that class.

Due to the positive discipline approach used at this school and knowing the prior experiences that most, if not all of the students had experienced at least during my internship, as well as my lack of teaching time (due to the push-in ASL instruction), I decided to skip some of the more basic lessons in the beginning of the social curriculum lesson unit. Therefore, today I decided to skip to the “what if...” scenarios. I introduced it by telling the students that today we would start looking at other people’s perspectives in everyday life. I wrote the word “perspective” on the board and asked the students what the word meant, telling my boys to hold their answers until it became clear that the other three students, MM, LH, and JP did not know the answer and I let the three of them answer in unison. I told them that in order to look at another person’s perspective we were going to have a couple of short little scenarios that the regular classroom teacher would help me model, and they would judge the person based on what the audience saw happening. The regular classroom teacher and I went outside while the aide gathered the students on the floor to watch (I explained to them what I wanted to have happen before hand so they were prepared). When we came back in, I was looking at some books when the classroom teacher came out of nowhere and pushed me over. At the end of that scenario, I asked the students to say what they thought about each of the characters. Instead of saying that she was mean, they called her a bully, told her she would be punished and said that she was wrong. They also said that my character was hurt and sad. I pulled the aide over and had her tell the classroom teacher that she was going to hit her. She of course ran away, which is why she accidentally pushed me over. This time the students were

confused. They understood it was an accident, but said that the “pusher” should have gone around or turned around and said “sorry”. I asked the class whether this character would be considered a bully. They said no that she was scared, not a bully. I then pulled two/three students out of the classroom and explained to them a scenario while the students in the classroom were making “no bullying” signs. The students were very engaged in this lesson, all except for JP who was very nervous about his performance and stopped in the middle of it. Most of the students were able to figure out if someone was being mean intentionally or not. However, JP and GG rarely spoke up during the discussion of the scenarios so it is hard to judge their understanding.

Day 2:

Today I displayed one of the student’s anti-bullying posters. I asked them what it meant. They all knew and responded with things that should not be done. I started listing these on the board. I titled it “Types of Bullying”. The list went on and on. I finally had to stop the students because I had no more room on the board and the responses were getting more and more “out there”. I asked the students when any of those behaviors are appropriate. Very few were ever appropriate, but a couple, like kicking, was allowed for things like soccer. I asked the students when they first noticed someone doing one of the behaviors on the board. No one responded so I rephrased my question. I asked the students if they thought the students in the 5th/6th grade class did any of those things. They all said yes. I asked if they thought the students in the class next door, the CBI class ever did any of those things. They all affirmed again. I asked then if they thought the students in the 4th grade class,

meaning my three boys that were also in the room, ever did any of the bullying behaviors listed on the board. Everyone looked around at the three boys. AV said “sort of” and LH added sometimes. I asked if they noticed anyone from the 1st-3rd class doing any of the bullying behaviors (the other three students were from this class). They all started telling me the names of two students who had behavior problems (one student had recently changed medication causing him to behave violently in some cases). I asked them if they thought the kindergarteners ever did any of those things. The students looked around and AV shrugged his shoulders and JG said that he thought so, but maybe not. I told the students that the kindergarteners started doing some of those behaviors. I then informed the students that until May 14, my last day, I would be working with them to create scripts, similar to what was done yesterday, and then the students would act the scripts out while I or another student videotapes them so that we could send it to the kindergarten teacher’s and her class could watch it.

Day 3:

For this week I should have switched this project with the Science time so they would have a chance to calm down a little. It was too late. Today I opened class with the list that I had typed up from yesterday that had everything about bullying on it displayed using the doc cam. I asked the students if they remembered the list and if they could tell me what it was. MM answered that it was about bullying. I told them that I was going to circle some of the bullying examples and that they should try to read them and figure out what they said. I circled all of the bullying behaviors that

they had listed that were going on at the kindergarten level (ignoring someone, locking someone out, pushing people, pushing someone into the water fountain, and lying to get someone else in trouble). We reviewed what they were as a class and I told them that we were going to work on them one by one to write scripts to show what bullying looks like and possible solutions to that situation that does not involve bullying. I warned the students that we might not be able to get through all of them today, but that we would do as many as we could. The rest of the class was spent with the aide directing the students so that they could get ideas for how they wanted the script to look (since it worked when we were doing the role play with the three little pigs) while I typed out the script and displayed it simultaneously using the projector/doc cam and Interwrite board. The students easily figured out how they wanted to show the bullying behavior (like having JP and LH be standing next to each other at two water fountains, then having JP push LH's head into the stream of water. LH then wanted to do the same to show how the situation could become worse), but when it came to solutions, they were unsure of how to show their ideas. The students could not think of solutions until they acted out the bullying behaviors and then needed to be guided to a couple of the solutions, such as having rules for the water fountain lines, like keeping your hands to yourself and standing in line behind the water fountain with hands behind their backs.

The skit where the students are drinking water at the water fountain and one student pushes another student's face into the stream of water is where JG made the suggestion that a solution would be that the students should stand in two straight lines,

one behind each fountain and keep their hands behind their back. I told them for that solution skit that JG would direct and tell the students how it should look based on what he had said. I asked the aide to kind of “back off” and let them figure it out for themselves, forcing them to negotiate with each other to make it work. It took a few minutes of discussion between LH and JG as to how it was supposed to look, but in the end, they figured it out and were able to get through the skit while telling me what they wanted in the script. We only were able to do three of the bullying scenarios (see Figures 10, 11, and 12) and the solutions for them before the end of school, but I think it went well in that they were working together and they were able to show what bullying looked like and what alternatives/solutions were.

Ignoring scene:

MM and AV: *(playing)*

LH: Can I join in?

MM and AV: *(continue playing)*

LH: Can I join in? *(tapping)*

MM and AV: *(together)* NO!!

LH: *(walks away sad)*

One Solution:

MM and AV: *(playing)*

LH: Can I join in?

MM and AV: *(together)* Sure!

MM, AV, and LH: *(play together)*

Other Solution:

JP and JG: *(playing tic tac toe)*

LH: Can I join in?

JP and JG: Later. When we finish this game, the winner will play with you.

JP and JG: *Finish their game and the winner plays with Lindsay.*

(FIGURE 10) STUDENT CREATED SCENE- IGNORING

Water Fountain Scene:

JP and LH: *Standing in line for the water fountains. It is their turn on either fountain. Both start drinking*

JP: *Push LH's face into the water*

Bad solution:

JP and LH: *Standing in line for the water fountains. It is their turn on either fountain. Both start drinking.*

JP: *Pushes LH's face into the water.*

LH: *Gets mad and pushes JP's face into the water.*

Good Solution:

JP and LH: *Standing in line for the water fountains with hands behind their backs. It is their turn on either fountain. Both start drinking and keep one hand behind their back at all times and the other one pushing the button for the water.*

(FIGURE 11) STUDENT CREATED SCENE-WATER FOUNTAIN

Locking Someone Out Scene:

GG and AV: *Both students are near the door.*

AV: *Taps GG on the shoulder. Hey look out there!!*

GG: *Looks out the door and does not see anything. He steps out the door to see better.*

AV: *Closes the door behind GG.*

GG: *Pounds on the door and tries to get in*

AV: *Stands against the door, not letting GG in.*

One Solution:

GG and AV: *Both students are near the door.*

AV: *Taps GG on the shoulder. Hey look out there!!*

GG: *Looks out the door and does not see anything. He steps out the door to see better.*

AV: *Closes the door behind GG.*

GG: *Pounds on the door and tries to get in*

JG, JP, LH, MM *come running to the rescue. Tells AV that it is not nice to lock someone out and opens the door so that GG can come in.*

Another Solution:

GG and AV: *Both students are near the door.*

AV: *Taps GG on the shoulder. Hey look out there!!*

GG: *Looks out the door and does not see anything. He steps out the door to see better.*

AV: *Closes the door behind GG.*

GG: *Pounds on the door and tries to get in*

AV: *Opens the door. Sorry, I didn't realize you were out there!*

GG: *That's ok. Are we still friends?*

AV: *Friends!!*

(FIGURE 12) STUDENT CREATED SCENE-LOCKING SOMEONE OUT

These scenes show that students are able to problem solve and understand how one person's actions have an effect on other people. During the discussions in making these scripts, the students, especially MM, made comments about how the students involved in the scene were feeling. Although the feelings of the students are not conveyed on paper, the actual videotaping and practice of the students involved in each of the scenes showed that they understood how the scene appeared from their perspective. When they were asked about solutions, this allowed them to think a bit wider and think about everyone else too in order to find a solution that was good for everyone involved. All students except for GG participated in the discussions of the scenes since he was pulled out for speech during this time.

Day 4:

Today all of the students were so excited when they came to class because they all knew that today was the day that we would be filming all of the scenarios that they had come up with the previous class. I printed out all of the scenes before class so I was able to hand them out to students as the scene they wanted came up. The scenes they wanted were based on the ones that they had helped write the previous class. GG was upset because he did not get to participate in the previous class due to a counseling session and I did not allow him to participate until he calmed down. He had started crying and punching his fists down onto his legs to express his anger. He would not look at me long enough for me to explain that we did not do the filming the other day but that we were going to do it today. He did not want to look at anyone else either, but after he saw that I was videotaping other students, it helped him to

calm down and for the solution scene of the “Ignoring Scene”, I let him hold the video camera. While I was recording one group of students, the other students practiced their skits and were almost ready by the time I called them over to do their scene. After I had done all of the videotaping, I plugged the camcorder into the computer and was able to immediately play it back for them so they could see their performance. We were running out of time, but the students wanted to see all of the skits so they were a little late getting out of class today.

The next day:

This was my last day at this school site. I came in to the class to help set up for the science lesson, knowing that I had to get the students finishing with that project and that I did not have enough time to continue my lesson from yesterday to discuss with the students their thoughts about their scenes and performances. When recess was over, the students came in and I was bombarded by LH and JP telling me how they had seen someone throw a basketball toward the basket, but miss and accidentally hit another student. They were so excited because they went over there and made sure the girl was all right. The girl was upset since she thought the boy had intentionally hit her. LH and JP tried to explain to her that it was an accident and that she just did not see that he was aiming for the basket and missed. The student would not listen and went and sat down on the concrete steps. They then explained to the other student (who was four years older than the two no less) how that could have been avoided if he had waited for the girl to pass from out of the way. They continued to explain how this student should not have hit the girl with the basketball because the girl was now

hurt. This situations shows that they understand that the girl probably did not see the boy miss the basket (understanding of her perspective), but that they are also able to offer solutions to problems.

Circumstances That Might Have Impacted the Effect of my Curriculum That are not Mentioned Above:

1. During the last two weeks, my instruction was mostly to two students at a time in the Language arts class due to MAP testing and there were usually at least two children absent from the teaching of my Social Curriculum lessons in the afternoon due to MAP testing as well as other pull outs that came up.
2. I had also been keeping dialogue journals with each of the students in the language arts class, so that might have effected their motivation and enjoyment for writing.
3. During Accelerated Reader/Sustained Silent Reading time everyday, I allowed one minute at the end for the students to stop and think of the books they had been reading and try to focus on one of the strategies like summarizing or questioning the author.
4. The last two weeks of the internship I was planning on implementing the social curriculum lessons in the afternoon, but I found out that my time for those lessons would be cut in half due to the ASL teacher taking over the last half of the lesson for the entire two weeks, meaning that instead of being able to use my lessons everyday, it became every other day.

5. At the same time the students were writing their idea of what the bully's perspective might be of *Diary of a Wimpy Kid*, I was also teaching about organization so this lesson was kind of “killing two birds with one stone”.
6. I surveyed the students and did the pre-evaluation before spring break, a week before I actually implemented the curriculum and did the post evaluation on my last day, May 14.

IX. The Results

After analysis of the evaluation for this project, several successes were found, while at the same time many revisions are suggested. I will address each goal and whether or not it was met and how instruction towards reaching the goal could be modified/improved.

The first goal of my curriculum was to increase student understanding of perspective through reading and writing activities related to Language Arts. Three students, JG, GG, and AV were involved in the instruction focused toward this goal. At the beginning of the curriculum and before it was implemented, none of the three students were able to understand how a character's perspective might color how they view a situation or other characters. At the end of my curriculum, all three students were able to understand perspective in reading. Evidence of this is teacher observation, from both my cooperating teacher and myself. In the lesson connected to the story of the *Three Little Pigs*, students were to create a Venn Diagram about the two different stories based on the perspectives of the pigs and the wolf. There AV and JG were able to state how the wolf was mad in the pig's version and in discussion, AV also said how the wolf must have been sad that he was not able to make a birthday cake for his grandma since he was in jail. JG added that the wolf would probably not get released before she died and then he would be even more sad. These comments show that AV and JG understood that the story told from the wolf's perspective showed him as being sad at the end of the story whereas the pig's perspective showed him being mad at the end. These two students understand how a character's

perspective can change the way s/he perceives other characters and themselves.

Another example from teacher notes was during a discussion that students were having about the book *The Diary of a Wimpy Kid*. There, all three students were making arguments and trying to convince the others about how the jock/bully was feeling in the original book.

Similarly, before the implementation of this curriculum, all three students were unable to write about more than one character's perspective. This was evidenced by student work for the school wide Author/Illustrator Competition where only one character's feelings and perspective was shown in their writing (see Figure 13 and 14 below).

"Funny Penguin"

Mom penguin wants to go to work. Dad penguin says, "Okay." Dad watches baby penguin. Dad is sleeping, and baby penguin runs away.

A man sees the baby penguin and steals it. The baby cries and the man says, "Shhhhhhh!"

The man and baby penguin drive to get food. The man tells the baby to stay down. Someone sees and calls the police. The man sees the police. He drops the food and runs to the car. He drives fast.

The police chase the car. The man won't stop. The police shoot the tire to make it flat. Then the man stops. The police catch the man. The man goes to jail.

(FIGURE 13) GG'S AUTHOR/ILLUSTRATOR COMPETITION SUBMISSION

“ Stolen Car”

I need to drive my car to the store to buy food, toys, and many games. I want to go to Walmart.

I drive and arrive at Walmart. I get out of the car and walk to the store.

I buy the games PSP, DSI, and Gamecube. I buy an iPod and a pager, too. I buy candy and some healthy food. Healthy food is strong for me!

I meet my friend, Zeke, in Walmart. We talk. Then I go out of Walmart. I can't find my car keys.

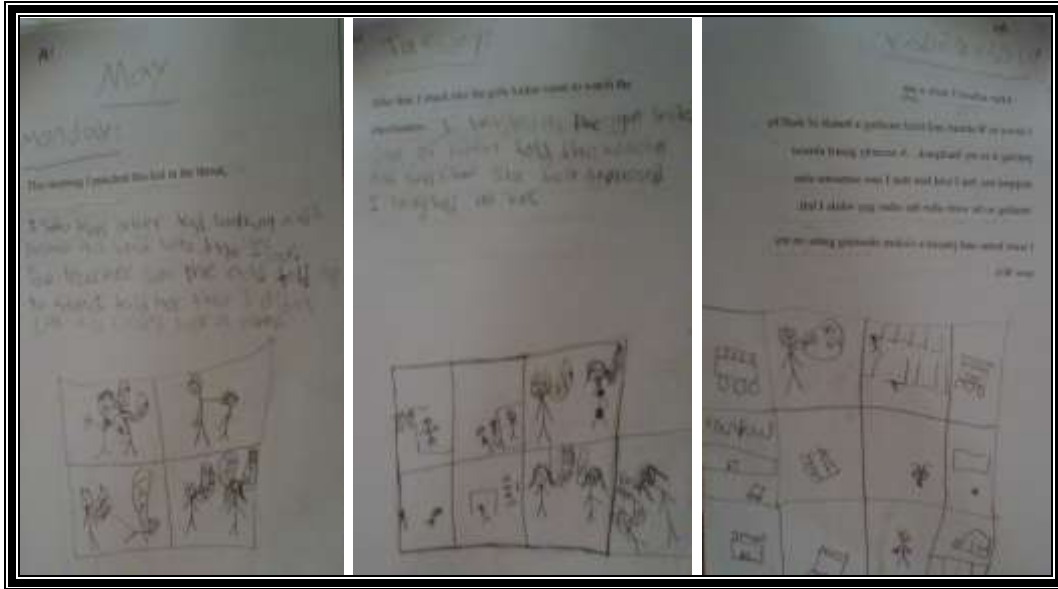
A bad man sees the car key inside the car. The bad man gets in the car and goes away. I see the bad man drive away and I run and call 911 for the police.

The police say okay and will chase him soon. The police car goes very fast! The bad man drives faster! The gas is empty and the car crashes. The bad man runs away but the police catch the man. The man goes to jail.

I get my car back. The car needed to be fixed. The car is ready and I am happy!

(FIGURE 14) JG'S AUTHOR/ILLUSTRATOR COMPETITION SUBMISSION

By the end of the curriculum, two out of the three students were also able to describe multiple characters feelings during a piece of writing (see figures 15-17). This is evidenced by student work, like AV's writing of the Bully's perspective, which is based loosely on the book *Diary of a Wimpy Kid* by Jeff Kinney.



(FIGURE 15) AV'S DIARY OF A BULLY

AV's Diary of a Bully Reads:

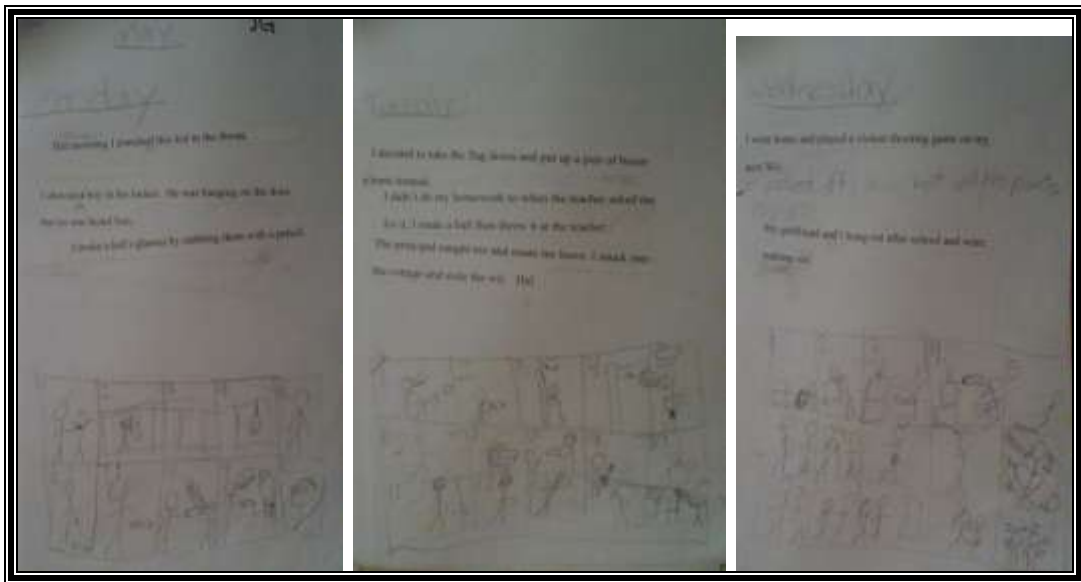
May

Monday: This morning I punched this kid in the throat. *I saw this other kid walking and I pushed his head into the floor. The teacher saw me and told me to stay. I told her I didn't care and left her room to go sleep.*

Tuesday: After that, I snuck into the girls locker room to watch the cheerleaders practice. *I laughed at the girls. One of them told the teacher and said that she felt depressed. I laughed at her.*

Wednesday: After school I stole a car. I drove to Walmart and tried stealing a bunch of stuff by putting it in my backpack. A security guard almost stopped me, but I told him that I saw someone else stealing so he went after the other guy while I left. I went home and played a shooting game on my new Wii.

AV's entries show his ability to write from another person's perspective and that he is still able to consider the perspective of other characters within the story. Illustrating this is the Tuesday entry where he writes about the girl that feels depressed that the bully is watching her. This shows AV's ability to understand how his actions or his character's actions effect other characters- he considers their perspective as well.



(FIGURE 16) JG's DIARY OF A BULLY

JG's Diary of a Bully reads:

May

Monday: This morning I punched this kid in the throat. I shoved a boy in his locker. He kept banging on the door, but no one heard him. I broke the kids glasses with a pencil.

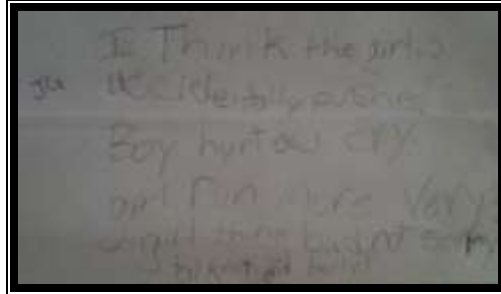
Tuesday: I decided to take the flag down and put up some boxer shorts instead. I didn't do my homework so when the teacher asked me for it, I made a paper ball and threw it at the teacher. The principal caught me and made me leave. I snuck into the cottage and stole the Wii, ha!

Wednesday: I went home and played a shooting game on my new Wii. I pulled off a kid's belt and his pants fell off. My girlfriend and I hung out after school and were making out.

JG's example shows his ability to write from another person/character's perspective, but it does not show whether he is able to include and consider the perspectives of other characters within the story. I discussed JG's work with him and he did say that the teacher would be sad if he threw paper at her. He also added that the kid would feel sad if he broke his glasses like I was when I broke mine. He was able to explain these thoughts to me, showing me through my notes on this conversation that he is able to understand perspective within his writing, so maybe he just needed one or two more exposures to this type of activity to be able to show his understanding through his writing.

Later, JG showed his growth and increasing ability to write using multiple perspectives. Evidence of this was his writing during the post-test as can be seen in Figure 17 below (The pre-and post- tests will be discussed later for all students in regards to the social curriculum component). In his post-test, JG says, "I think the girl

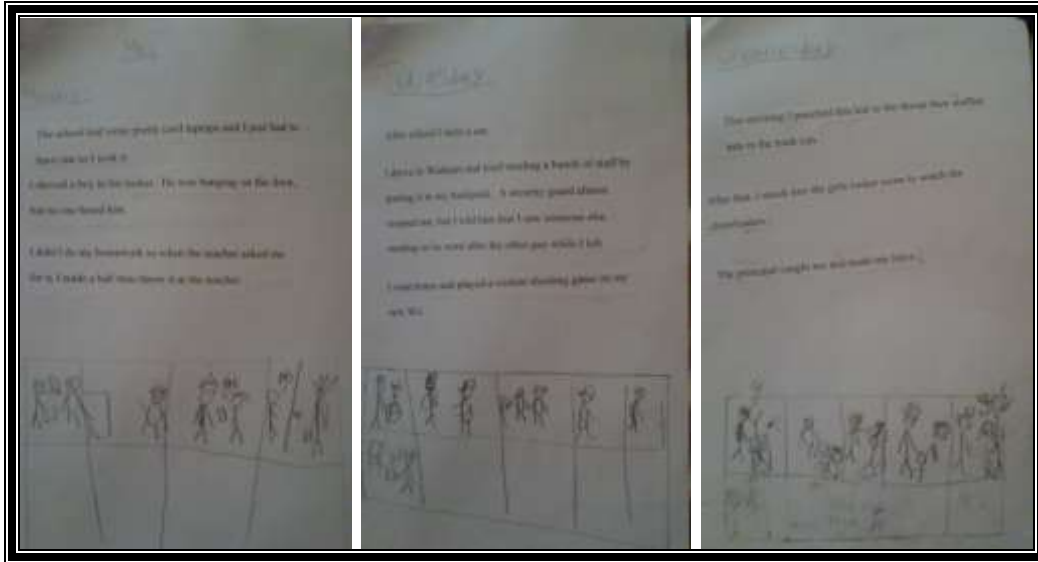
is accidentally pushed. Boy hurt ow cry. girl run more very girl thing bad not sorry talk not girl bully.”



(FIGURE 17: EXCERPT FROM JG’S POST-TEST)

From my discussion with JG, he explained that he meant that he thought the girl should have said she was sorry, but that the bat pushed her so she hit and hurt the boy. This shows that he understood and tried to write about both perspectives in this one short piece of writing.

The other student was unable to write from multiple perspectives at this point, or at least he was not able to show me evidence that they were able to do so. His work on the task of writing the Diary of a Bully is shown in Figure 18 below.



(FIGURE 18) GG'S DIARY OF A BULLY

GG's Diary of a Bully reads:

May

Monday: The school had some pretty cool laptops and I just had to have one so I took it. I shoved a boy in his locker. He was banging on the door, but n one heard him. I didn't do my homework so when the teacher asked me for it, I made a paper ball then threw it at the teacher.

Tuesday: After school I stole a car. I drove to Walmart and tried stealing a bunch of stuff y putting it in my backpack. A security guard almost stopped me, but I told him that I saw someone else stealing so he went after the other guy while I left. I went home and played a shooting game on my new Wii.

Wednesday: This morning I punched this kid in the throat then stuffed him in the trash can. After that, I snuck into the girls locker room to watch them practice. The principal caught me and made me leave.

GG's work shows no actual writing from him. Instead, he just used the brainstorming ideas and glued them together to form a story. Due to this lack of writing, it is difficult to say whether or not he is able to write using multiple perspectives using this example of student work alone. Also, since he contributed most of the ideas from the brainstorming pages about what a bully does during the day, it is interesting to note that none of those ideas consider another person/character's perspective. During a follow up conversation with GG about his work, he did not demonstrate this ability either. All of this information leads me to believe that he was unable to write using multiple perspectives.

The second goal of my curriculum was to improve student comprehension of historical events through perspective analysis. I was unable to implement the History/Social Studies lessons within my curriculum. Therefore, this goal was not met due to time constraints. However, I did use Language Arts to provide examples, discussions, reading/writing activities (e.g. role playing, questioning the author, etc.) to support student understanding of perspective taking in Language Arts, as stated in the first goal. The students' ability to understand multiple perspectives when reading and to use multiple perspectives in writing alludes to their improved comprehension since they would be unable to complete the tasks required in the lessons if they did not understand the content. The evidence showing that those lessons worked for most of

the students, two out of three, can also be used to argue the point that in order for students to improve their understanding of perspective in reading and writing, they had to improve their comprehension skills as well. This provides evidence of improving student comprehension in Language arts. If the curriculum is successful for improving comprehension in one content area such as Language Arts, it is plausible that it will be successful for improving comprehension in History/ Social Studies as well.

The last goal for my curriculum is to improve student perspective taking skills through social interactions with adults and peers. Six students were involved in this portion of the curriculum. Of the six students, all had difficulty in their relationships with their peers/classmates. These difficulties would range from getting into verbal and physical fights with other students on an almost daily basis. Some students would bring those difficulties they were experiencing during school to the cottages and would wake up other students very early so they would be tired for the rest of the day. By the end of the implementation of this curriculum, according to teachers' notes and checklists five out of six students improved in their interactions with each other.

Some examples of this improvement are that there was a significant improvement in the lining up procedure at the end of recess (it took less time because the students were not fighting to be the first ones in the doors, the students would help each other collect the balls or other recess materials, and there was less fighting at the end of recess about events that had happened during recess). Also, when JG and GG exchanged their writing of "The Diary of a Bully", when JG realized that he had hurt GG's feelings by saying that his story was not funny, he tried to remedy the situation

by asking GG where he meant it to be funny, then listened to the whole explanation about the entire story (which took awhile). He laughed and agreed that it was, in fact, a funny story.

Also important was another teachers note of how well the students within the class ranging from second to fourth grade students was getting along. The class this teacher was referring to was the one I used in the implementation of the social portion of my curriculum. We still had some difficulties, but they were becoming less and less as the students solved any problem that arose by considering the other person's perspective. Even something as simple as setting a time for ten minutes for the students to rotate seats (this was done to solve the problem of students fighting over seats and getting their feelings hurt when someone took their seat) is an example of students trying to use perspective to solve problems between other classmates and peers.

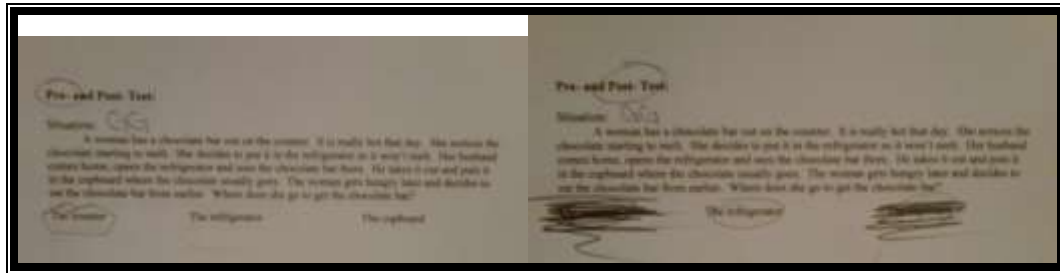
Also, on my last day, having two students, LH and JP come and tell me about a situation on the playground when a basketball hit a girl accidentally can be used as evidence to support the idea that five of the six students were able to improve their social relationships with their peers and classmates. The two students saw a boy aim a basketball toward a hoop, shoot, miss, and hit a girl in the head. They ran over to help the girl and when they figured out that she was upset because she thought the boy had intentionally hit her, they tried to explain that he had just missed when he was shooting a basket but that she was unable to see it since she had her back to him. After the girl left to go sit down, LH and JP went to the boy to "discuss" with him what he

should have done differently to avoid that from happening. This situation mimics the bullying scenes we did where the students had to come up with solutions to different bullying situations. It also is reminiscent of the scenes we acted out at the beginning of the social curriculum component where students had to determine whether the actors were purposefully mean or not.

As a class, the students all seemed to understand and improve their social interactions with each other. However, since there was such little individual evidence for this portion, the pre- and post- tests can attest to the success of the social interaction portion of this curriculum.

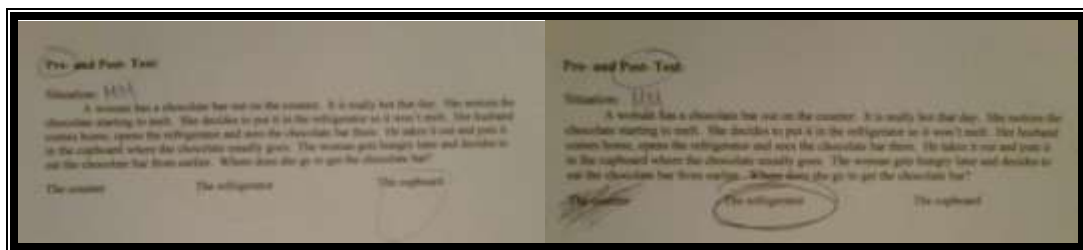
According to the pre- and post- test scenario 1, four students were unable to take on another person's perspective at the beginning of the curriculum. All of these students were able to do so at the end of it (see figures 19-29 and descriptions below). The first scenario for the pre- and post- tests read:

Situation: A woman has a chocolate bar on the counter. It is really hot that day. She notices the chocolate starting to melt. She decides to put it in the refrigerator so it won't melt. Her husband comes home, opens the refrigerator and sees the chocolate bar there. He takes it out and puts it in the cupboard where the chocolate usually goes. The woman gets hungry later and decides to eat the chocolate bar from earlier. Where does she go to get the chocolate bar? The possible answers from left to right are: The counter, the refrigerator, the cupboard. The scenario as well as the answers was signed to the students for both the pre- and the post- tests.



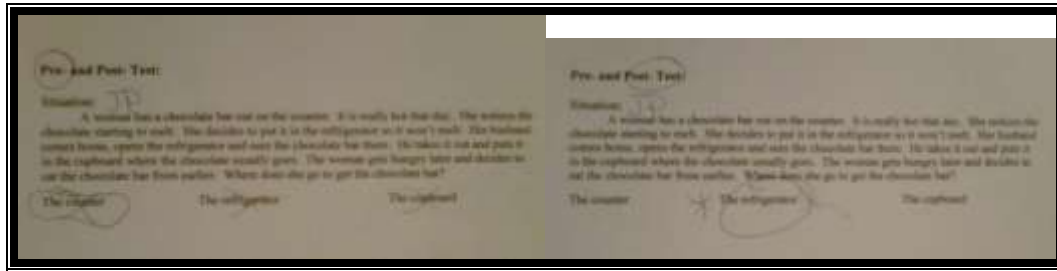
(FIGURE 19) GG'S PRE- AND POST- SCENARIO

On the pre-test, GG responded that the woman would look on the counter for the chocolate bar. On the post-test, GG responded that the woman would look in the refrigerator, showing the change to the correct answer.



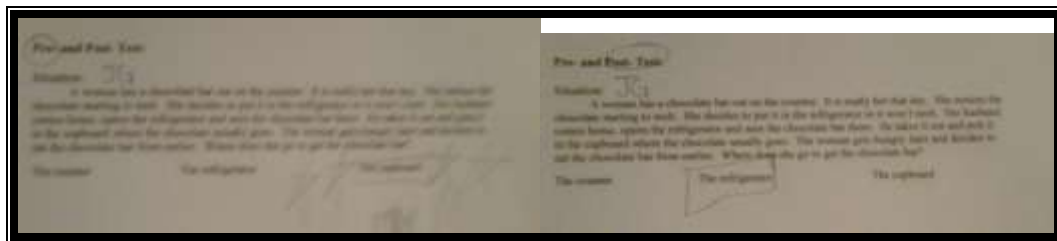
(FIGURE 20) MM'S PRE- AND POST- SCENARIO

On the pre-test, MM responded that the woman would look in the cupboard for the chocolate bar. On the post-test, MM responded that the woman would look in the refrigerator for it, showing her change to the correct answer.



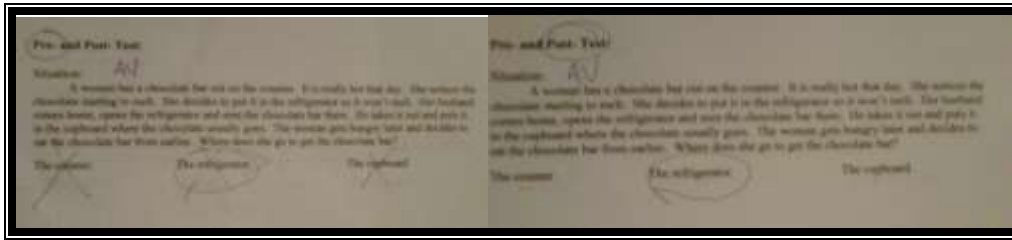
(FIGURE 21) JP'S PRE- AND POST- SCENARIO

On the pre-test, JP responded that the woman would look on the counter for the chocolate bar. On the post-test, JP responded that the woman would look in the refrigerator for it, showing his change to the correct answer.



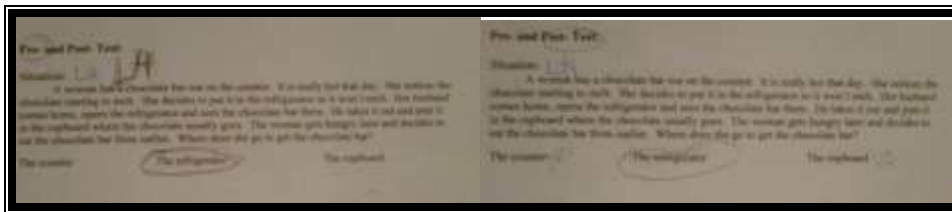
(FIGURE 22) JG'S PRE- AND POST- SCENARIO

On the pre-test, JG responded that the woman would look in the cupboard for the chocolate bar. On the post-test, JG responded that the woman would look in the refrigerator for it, showing his change to the correct answer.



(FIGURE 23) AV'S PRE- AND POST- SCENARIO

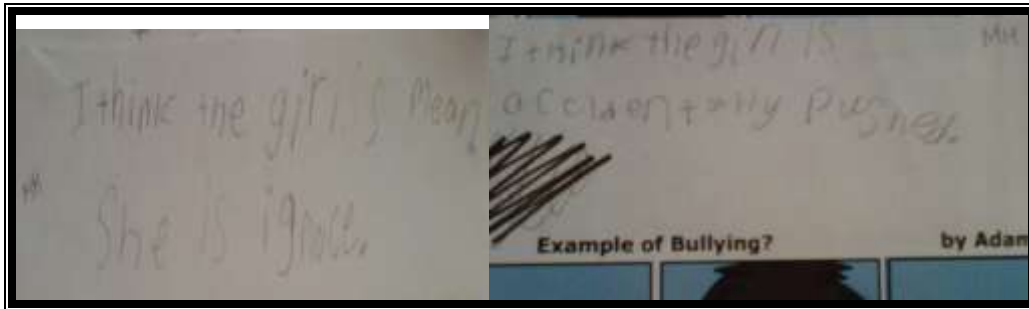
On the pre-test, MM responded that the woman would look in the refrigerator for the chocolate bar. On the post-test, MM responded that the woman would still look in the refrigerator for it, showing her choice of the correct answer both times.



(FIGURE 24) LH'S PRE- AND POST- SCENARIO

On the pre-test, LH responded that the woman would look in the refrigerator for the chocolate bar. On the post-test, LH responded that the woman would still look in the refrigerator for it, showing her choice of the correct answer both times.

The second Pre- and Post- test scenario was a comic showing a bat chasing a little girl, the girl running and pushing a boy, the boy falling, and the girl continuing to run away. The students were asked to state what they saw happening in the scenarios. Figures 26-30 show the student responses.

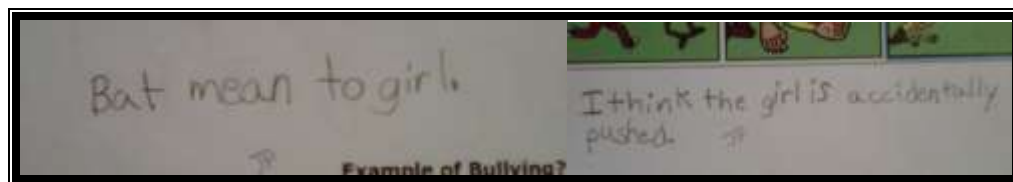


(FIGURE 25) MM'S PRE- AND POST- SCENARIO 2

MM's Pre-test reads: I think the girl is mean. She is ignore.

MM's Post-test reads: I think the girl is accidentally pushed.

These two scenarios show how MM's perception of a situation changed during the implementation of the curriculum. She initially thought that the girl was mean and meant to push the boy down, viewing the scene only from the boy's perspective. Later, she realizes that the girl was scared too and she was running away, not meaning to push the boy down.

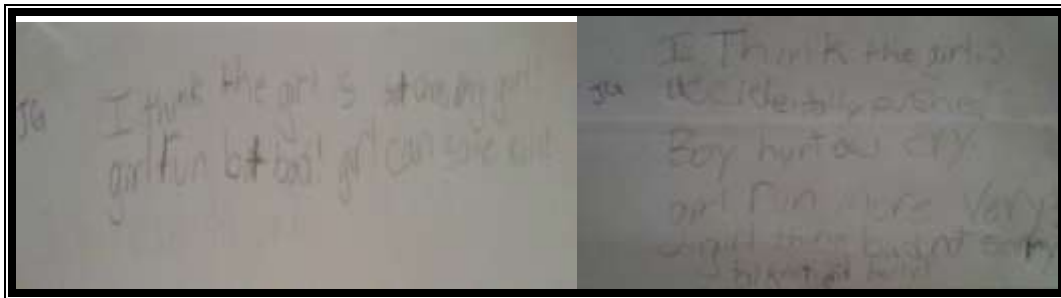


(FIGURE 26) JP'S PRE- AND POST- SCENARIO 2

JP's Pre-test reads: Bat mean to girl

JP's Post-test reads: I think the girl is accidentally pushed.

JP's response in the post-test leads me to believe that he just copied what MM wrote. She is much more likely to use the words "the" and "is" than JP and since the two students have written the exact same sentence for the post-test, it is likely that he copied what she wrote. The pre-test shows that JP is only considering the perspective of the girl in the scenario and that the bat is mean to her. The post-test comments seem to show that he realizes that the girl pushing the boy down was an accident, although it still does not mention how the boy felt.

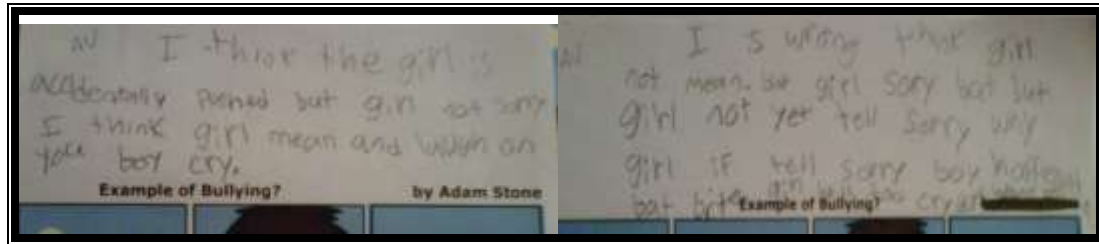


(FIGURE 27) JG'S PRE- AND POST- SCENARIO 2

JG's Pre-test reads: I think the girl is bad chasing girl. Girl fun bat bad. Girl can same kill.

JG's Post-test reads: I think the girl is accidentally pushed. Boy hurt ow cry. Girl run more very. Girl thing bad sorry talk not girl bully.

These two scenarios show that JG still is not fully considering all of the perspectives in the situation. He did not consider the girl's perspective and that she might have been scared by the bat.

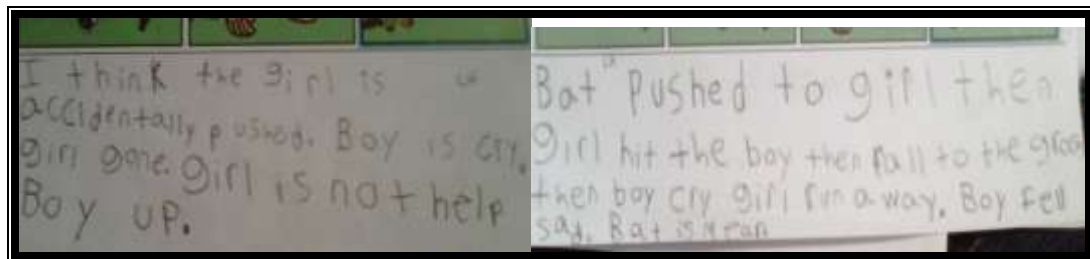


(FIGURE 28) AV'S PRE- AND POST- SCENARIO 2

AV's Pre-test reads: I think the girl is accidentally pushed but girl not sorry. I think girl mean and laugh on you boy cry.

AV's Post-test reads: I is wrong think girl not mean. But girl scary bat but girl not yet tell sorry why girl if tell sorry boy happened bat bite girl will too cry.

These comments by AV show his changing understanding of the situation in that he changed his mind about the girl being mean. In the post-test, he comments that the girl is scared by the bat, but still should have told the boy that she was sorry and that she was just running because she did not want the bat to bite her.



(FIGURE 29) LH'S PRE- AND POST- SCENARIO 2

LH's Pre-test reads: I think the girl is accidentally pushed. Boy is cry. Girl gone. Girl is not help boy up.

LH's Post-test reads: Bat pushed to girl then girl hit the boy then fall to the grass then boy cry girl run away. Boy fell sad. Bat is mean.

LH's responses to the pre- and post-test scenario 2 show her developing understanding about all of the perspectives involved in the scenario. She first thinks that the girl is mean for not helping the boy up. Later, she thinks that the bat is mean for pushing the girl that made the girl hit the boy. She recognizes that the bat was the instigator of the situation, not the girl.

Of the six students, none were able to describe the scene using the perspective of all of the characters before the implementation of the curriculum. Of these six, three were able to include information about all of the characters in the scenario, demonstrating their understanding of perspective.

Also, two students had difficulty in their relationships with adults such as teachers, the speech teachers, and for one student, with his parents. Of these two students, one of them showed significant progress and showed that her relationships with adults were improving. Evidence of this was in an email to me where she apologized for acting up in class (see Figure 30 below).

Sent: Sat 5/8/2010 9:33 AM
To: Collins, Ashley
Subject: Sorry

Sorry make you mad at yesterday.

Sent from my iPod

(FIGURE 30) LH'S EMAIL TO ME

This showed her awareness of another person's perspective, in this case mine. The other student did not show any measurable growth in this area measured by any of the evaluation tools.

The student that did not show through pre-and post-tests that he had improved his understanding of perspective in social situations and the one that did not demonstrate any growth in being able to relate to adults better are one in the same. During whole class activities and lessons, he seemed to be participating and understanding the lessons with the other students when he was there. One problem that might have contributed to his lack of measureable growth in this area was that he had many pull-outs during this time period in the day. However, this is also the same student who did not show his ability to write using more than one person's perspective so although the lessons he missed might have contributed, it was probably not the only factor in his lack of measureable improvement. This student has not been labeled with any learning disabilities or cognitive delays, but he will be tested for memory issues and will again be tested for any cognitive delays.

Also important to note is that through teacher observations, the three students involved in the Language Arts lessons seemed to enjoy the writing process and did so more independently than they did prior to the implementation of this curriculum. Examples of this are teacher observations documenting that the students seemed to be more focused on their writing and did so without as much resistance as before. Specifically, before this curriculum was implemented, JG would take at least a week

to write a four sentence paragraph and was often separated from the other students in an attempt to provide as little distraction as possible since he would try to find anything other than writing to work on. As can be seen from the writing displayed in evidence throughout this thesis, JG was able to write more and this writing was done much faster. He was not even asked to move to a separate table to work during the entire implementation of this curriculum. This was not due to my extreme tolerance or patience, but due to the fact that he was more interested and involved in writing. Based on this evidence, it suggests that the students were able to improve their writing enjoyment in general (an unintended side effect of this curriculum).

While most of the goals were met by at least half of the students involved, I still feel that more could have been done, but I simply did not have time necessary to accomplish all goals. In order to make the curriculum more effective, this curriculum should have all lessons implemented in order. This requires more time than I had, so planning this curriculum to be used across at least a two month time period is more realistic.

X. Conclusion

I was recently asked if this thesis, this project, this program was worth it- worth all of the long hours reading, studying, developing lessons, grading papers, etc that was required. In all honesty, I did not think about it before I had the question posed to me so it took me a moment to answer. It was a great deal of work: writing this thesis, creating a curriculum, and actually implementing it in a classroom that was not mine and with students I barely knew. As I thought about all of those, I realized my answer: “Yes, it was worth it, but don’t think I wouldn’t change some things if I could do it all over again.” This answer was met with disbelief and another question, “I meant, would you do it all over again if you had the choice and knowing what you know now?”

The creation of this thesis and the curriculum involved came after years of study in bilingual education and three years of student teaching, but I still feel that I could have done better. Teaching is a course in learning. I am still learning how to learn from my students. The writing of the thesis, while long and oftentimes tedious, I am grateful to the fact that it forced the writer, me, to reflect on what I did everyday while I was in the classroom. This program emphasizes reflection and it is for this project which prepares us for our future teaching where reflection is valuable and a necessary part of growth.

Reflection during implementation was very difficult when I did not want to admit how much of a struggle it was or how overwhelmed I was feeling. The

restructuring of classes was the most difficult. This made it hard since I did not know the students that would be added for only a portion of my curriculum implementation, I felt I could not implement the History lessons and it made it difficult to reference and connect to past experiences that only half of the students had. There were also school-wide projects that took up precious time and instruction from the ASL teacher that interrupted the completion of the curriculum. I still feel that this is a good project, but that circumstances caused it to not be the complete success that I was looking for. While no school placement is perfect, this one was challenging, but rewarding.

My favorite part of the curriculum was the ASL play that I had with AV, JG, and GG and all of the social curriculum lessons that I did with all six students. Some of them did not always turn out like I had planned, but even the ones that I thought were “messed up” were valuable learning experiences. Through this project the most important concept I learned as a teacher is that it is so important to be flexible. While I, probably like most readers of this, thought that I was flexible in my planning before, but it is something else to have created a whole plan of what you want to do and then have to change so much of it or just completely throw some or all of it out. It is a valuable lesson that I feel so grateful to have learned with such open and forgiving students.

If I could implement this curriculum again and had more time, I would probably focus on Language Arts and the Social Curriculum instead of having the third goal of the understanding of perspective in history. Also, I would extend it to incorporate lessons about cultural perspective and how culture influences the writers.

If I had more girls in the Language Arts lessons, using the culture influences would allow me to use not only *The Three Little Pigs*, but also stories that have cultural variation like Cinderella.

So, would I do it all again? Yes, in a heartbeat.

Appendix A: The Curriculum

***Teaching Deaf Students to Understand
Perspective Across Content Areas***

A Curriculum by Ashley Collins

For Implementation at the New Mexico School for the Deaf

Unit 1: Introduction to “Perspective”

NEW MEXICO STATE STANDARD:

ART:

GRADE 4:

BENCHMARK 3-B: EXPLORE CONNECTIONS BETWEEN THE ELEMENTS OF THE VISUAL ARTS AND OTHER CONTENT AREAS

MATH:

GRADE 4:

BENCHMARK G-4: USE VISUALIZATION, SPATIAL REASONING, AND GEOMETRIC MODELING TO SOLVE PROBLEMS.

CALIFORNIA STATE STANDARD:

ART:

GRADE 4:

5.0: CONNECTIONS, RELATIONSHIPS, APPLICATIONS: CONNECTING AND APPLYING WHAT IS LEARNED IN THE VISUAL ARTS TO OTHER ART FORMS AND SUBT AREAS AND TO CAREERS.

MATH:

GRADE 4:

1.2 DETERMINE WHEN AND HOW TO BREAK A PROBLEM INTO SIMPLER PARTS.

Goal: Give students a general understanding of the word “perspective” and shared experiences to refer to in other content area instruction.

Lesson 1.1: Perspective of Unknown Animal

Objective: Students will determine the type of an animal, given that each student will be able to feel only a part of it and research on the internet if needed, as measured by the class's decision on the type of animal it is.

Materials:

- ☐ Uncommon animal- something like a chinchilla, sugar glider, or ferret
- ☐ Box with a hole to hide the animal and have only a part of it exposed at a time.
- ☐ Eye cover (like the ones used for bed to block out all the light)/ blindfold
- ☐ Blank paper and pencils

Procedure:

<u>Preparation:</u>	<ol style="list-style-type: none"> 1. Make sure that students do not see the animal or even know that there is an animal in the classroom until it is time for this lesson. 2. Have the boxed animal in one part of the room so that no one can see the box until they are invited to come over to feel a portion of the animal.
<u>Hook/Engagement:</u>	<ol style="list-style-type: none"> 1. Ask all of the students if they feel like they know a good amount of animals. If they say yes, ask them if they think they would be able to identify an animal if they were only allowed to feel part of it, like the nose of a dog or the tail of a cat, etc. 2. Tell them that today each student will be able to feel only a part of an animal that is in a box. The students will be feeling a real animal so they have to be careful. Their job is to feel the animal and try to determine what it is by themselves by drawing it after they feel a part of it. If they feel a snake's tongue, they should draw a snake, etc. Tell the students that they may not talk about it with their classmates yet, but have to try to figure it out by themselves first.
<u>Body:</u>	<ol style="list-style-type: none"> 1. Pass out a piece of paper and a pencil for each student. 2. Tell them that when they are finished, they should

	<p>stay seated and just turn their paper over.</p> <ol style="list-style-type: none">3. Summon each student over to the designated area, blindfold him/her and pull a body part of the animal (in my case, a ferret) out of the hole, leaving the majority of the animal inside the box, but be careful not to hurt the animal in doing this.4. After each student has had a turn and has gone back to their desks to draw, wait for them to complete their drawings before looking.5. Have them share their drawings with each other and at this point, they would be able to discuss what they were able to feel about the animal and compare with each other.6. Give them time to compare and discuss. Monitor their discussion to make sure it stays on track and guide them to understand that there is only one animal and they all touched different parts of it if they are struggling with this concept.7. Ask students if they want to feel their part of the animal again and repeat that step when they all say that they do.8. After each student feels the animal again, they can go back and discuss what they think it is or looks like.9. If they are struggling to work together, guide them by asking which student had which part, and then drawing lines on the whiteboard to segment the animal and having each student come up and fill in their part so that in the end they should have a group picture of what the animal looks like.10. Hopefully by now the students will have it labeled by themselves or with the teacher's help. If they do not have a name for the animal, let them use the internet to help them find a name for the type of animal, helping as needed.11. When the students think they have it, have them write the name of the animal next to their collaborative picture on the whiteboard.
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<u>Wrap up:</u>	<ol style="list-style-type: none"> 1. Unveil the mystery animal to see how it compares to the one on the board. 2. Let the students play and discuss for a few moments to stem the curiosity and excitement. 3. Ask the students how well they did- if they figured it out or not, if there were any misconceptions, and if so why, etc. 4. Write the term “perspective” on the board. 5. Tell the students that when each student was only able to feel a small portion of the animal and every student having a different part to feel, they were each getting different perspectives about what type of animal it was. 6. Ask them what it took for them to come up with their final decision of what they thought the animal was. If they do not come up with it by themselves, guide them to realize that they needed the other students’ perspectives and point out that no one was close to getting it right by themselves.
<u>Assessment:</u>	Group discussion and drawing of what they thought the “mystery animal” was.

Extension/modifications:

You can focus this lesson on ASL by guiding a focus toward descriptive ASL classifiers for describing the animal

You can focus the lesson on English writing by guiding a focus on adjectives that describe what each student felt.

Instead of doing a drawing on the board, you can have the students take a piece of paper and divide it into the sections that each student had by folding it, allowing each one to focus on their part without being distracted by what the others had drawn since only their part would be showing.

Lesson 1.2: Perspective in Art

Objective: Students will determine the number of pieces of fruit in a bowl given that each student will draw one side of the fruit bowl, then collaborate with the other students to see what the bowl looked like from the other's perspectives, as measured by the group's final count of how many fruit there are.

Materials:

- ☐ Bowl (made of glass or other transparent material) with many different pieces of fruit
- ☐ A sheet to cover the bowl
- ☐ Blank paper and pencils

Procedure:

	<u>Teachers should be doing:</u>
<u>Preparation:</u>	<ol style="list-style-type: none"> 3. Move the desks out of the way so that there is enough room on the floor for the students to sit. 4. Put the bowl of fruit in the center of the cleared floor area and put the sheet on top of it so that the students cannot see what is underneath.
<u>Hook/Engagement:</u>	<ol style="list-style-type: none"> 3. Bring all the students to the floor around the bowl and make sure that there is one student per "side" of the bowl. 4. Tell them that underneath the sheet is a bowl of fruit. 5. Tell them that when you take off the sheet, they have to draw what they see. However, they cannot look at the other sides.
<u>Body:</u>	<ol style="list-style-type: none"> 7. Pass out a piece of paper and a pencil for each student. 8. Tell them that when they are finished, they should stay seated and just turn their paper over. 9. Unveil the fruit bowl and monitor student activity to make sure they are not looking at sides other than their own. (You might want to set a time limit, but that's up to your discretion)

	<ol style="list-style-type: none"> 10. When all of the students are finished, cover the fruit bowl. 11. Have them share their drawings with each other. 12. Tell them that now that they have a drawing of what each side looks like, they should be able to figure out how many pieces of fruit there were. So their job is to now figure out how many apples, oranges, grapes, etc there are. 13. Give them time to compare and discuss. Monitor their discussion to make sure it stays on track and guide them to understand how just adding up the number of fruits is not an accurate total. 14. When the students think they have it, have them write the number of fruits on the board by how many apples, oranges, etc. there are. 15. Bring out the bowl of fruit again and take out the pieces of fruit out one by one counting them as you go. 16. Ask them why they think their totals might be different or why they might be the same (what they learned). 17. Repeat this lesson up to this point as many times as necessary for them to understand that there are other perspectives that can help them understand the whole picture. 18. Reinforce the term “perspective” by writing it on the board.
<u>Wrap up:</u>	<ol style="list-style-type: none"> 1. Tell the students that everyone has a perspective about the bowl of fruit or about a situation. Did just seeing one side give you the whole picture? No, because you need to see an object or a situation from all perspectives to really understand what happened.

<u>Assessment:</u>	Group discussion and decision concerning the number and type of fruit in the bowl
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Extension/modifications:

You can also do this lesson outside if the weather permits.

For those with motor problems or those that prefer to write rather than to draw, they can be allowed to write what they see on their side of the bowl.

If you need to repeat this lesson with another object, try it with a plant and have the students count the leaves.

Lesson 1.3: Perspectives in Math

Objective: Given snap cubes and silhouette paper, students will first create a five cube shape, draw what three different perspectives of that shape are, and then try to recreate another students' shape given the three perspective drawings as measured by their drawings of three different perspectives of their shape and their ability to recreate the other students' shapes (using a signature on the bags of the shapes they were able to recreate perfectly).

Materials:

- ☐ Snap cubes
- ☐ Silhouette grid paper
- ☐ Pencils
- ☐ Doc cam
- ☐ Paper bags
- ☐ Paper clips
- ☐ Label dots with the letters "F", "T", and "S" on them

Procedure:

<u>Preparation:</u>	1. Students should be sitting in their desks. They can be arranged either in groups or individually.
<u>Hook/Engagement:</u>	<ol style="list-style-type: none"> 1. Holding up a snap cube, ask students what it is and what they can do with it. 2. Tell the students that today we will be working with snap cubes to build different shapes/buildings and then we might play a game later using these same cubes. 3. Tell students that you will give them some snap cubes and they can try to make different shapes with them. They can only make shapes with five cubes so when they finish making a shape with five cubes, have them try to make a different one using only five cubes. 4. Ask them, "How many cubes can you use to make each shape?" 5. Hand out the snap cubes- a large handful to each student and give them time to make as many different

	shapes as possible using only five cubes each.
<u>Body:</u>	<ol style="list-style-type: none"> 1. When students are all done, or you run out of time and need to stop them, tell them to stop and take away excess cubes. 2. Make a shape (or take out a premade shape) and ask if anyone has the same shape 3. Tell them that you are going to show them how they can draw these shapes on a grid 4. Take out label dots with the letters F, T, S on them. 5. Tell them, and write on the board, that the F stands for the “Front”, T means “Top”, and S is “Side”. 6. Put one dot with each letter on three sides of the shape. 7. Model drawing and labeling each of these three sides on the silhouette grid paper using the doc cam. 8. Have them come up to the board/doc cam and show how to do it too. 9. Tell the students to pick one of their shapes to draw three sides on the grid. When they have drawn their shapes, tell them to put their buildings in the paper sack that you will be handing out and then paperclip the three different perspectives of the building on the front. 10. Give them time to do that. 11. When all of the students have completed their three drawings and put everything in/on the bag, have students exchange the bags to see if the other students can recreate the shape based on the directions of their fellow classmates. 12. If they are having problems, stop them and have them explain what they are thinking and see if you can catch any preconceptions that are wrong or any misunderstandings.

<u>Wrap up:</u>	<ol style="list-style-type: none"> 1. Ask students if they think they can figure out the shape of any five cube figure if they are given three perspective drawings of it. 2. Ask the students if they think they could do it with two perspectives? 3. With one perspective? 4. Ask them why it takes three perspectives. 5. Tell the students that we will be exploring more of this the next day.
<u>Assessment:</u>	Student drawings.

Extension/modifications:

Lesson 1.4: Perspectives in Math (Part 2)- Mystery shapes

Objective: Given Silhouettes of precreated shapes using unifix cubes, students will recreate those shapes and analyze their ability to do so, as measured by a student completed checklist.

Materials:

- ☐ Snap cubes
- ☐ Silhouette paper- predrawn with the sides of buildings
- ☐ Checklist of shapes with each students name to see what shapes they were able to recreate
- ☐ Doc cam

Procedure:

<u>Preparation:</u>	<p>Silhouette drawings of multi-cube shapes should be out and ready near the doc cam</p> <p>Set up the desks in a group or at least in pairs.</p>
<u>Hook/Engagement:</u>	<ol style="list-style-type: none"> 1. Ask the students if they remember what we did yesterday? 2. After taking a few responses, ask the students what helped them recreate the shapes? 3. Ask them if they think they could recreate any shape if they knew what three sides of it looked like? 4. Tell them that today we are going to try to do just that.
<u>Body:</u>	<ol style="list-style-type: none"> 1. Give students a good handful of snap cubes each. 2. Tell students that with these snap cubes, they will try to recreate my shape given three different perspective drawings on the same silhouette grid paper as they used yesterday. Tell them that my shapes may have more or less than five cubes each. 3. Also, give them a checklist and tell them after they made each shape and it is revealed, if theirs matches mine perfectly, they can put a happy face, if not, put a sad face.

	<ol style="list-style-type: none"> 4. After each silhouette is shown, ask students to explain how that changed their shape. 5. Show many different shapes and after each one, have the students count how many cubes are in each shape.
<u>Wrap up:</u>	<ol style="list-style-type: none"> 1. Ask students what shape they thought was the hardest to recreate and why 2. Did some require more views than others? 3. Were any of the shapes possible to figure out with any less than three perspectives? 4. If you only saw one perspective, would you understand what the whole shape looked like?
<u>Assessment:</u>	Checklist that students have filled out showing their opinion of their ability to duplicate the figures.

Extension/modifications:

Unit 2: The Three Little Pigs

NEW MEXICO STATE STANDARDS (4TH GRADE):

LANGUAGE ARTS:

2. VISUALIZE AND RECALL STORY DETAILS, INCLUDING CHARACTERIZATION AND SEQUENCE.

4. INCREASE VOCABULARY THROUGH READING, LISTENING AND INTERACTING.

3A: 1. EXAMINE THE REASONS FOR CHARACTERS' ACTIONS.

2. IDENTIFY AND EXAMINE CHARACTERS' MOTIVES.

3. CONSIDER A SITUATION OR PROBLEM FROM DIFFERENT CHARACTERS' POINT OF VIEW.

CALIFORNIA STATE STANDARD (4TH GRADE):

ENGLISH/LANGUAGE ARTS:

2.5: COMPARE AND CONTRAST INFORMATION ON THE SAME TOPIC AFTER READING SEVERAL PASSAGES OR ARTICLES.

Goal: Improve student reading level through character analysis and the “question the author” reading strategy.

Lesson 2.1: Traditional “3 Little Pigs”

Objective: Given a read aloud of the story “The Three Little Pigs”, students will summarize the story as a class, as measured by a class created summary written on the board/projector.

Materials:

- ☐ The book, The Three Little Pigs
- ☐ Pictures showing the main events in the story
- ☐ Envelopes
- ☐ White board and markers
- ☐ Rubric

Procedure:

<u>Preparation:</u>	<ol style="list-style-type: none"> 1. Give all students an envelope with pictures showing the main points of the story in it. 2. Tell all students to sit in their desks. 3. Sit at a chair where all students can see.
<u>Hook/Engagement:</u>	<ol style="list-style-type: none"> 1. Ask students if they know, have read, or have heard of the book. 2. Tell them that in their envelopes are pictures from the story and their job during the story is to pay attention to the order so they can organize the pictures 3. Tell students to arrange them in the order that they think they should go before seeing the story.
<u>Body:</u>	<ol style="list-style-type: none"> 1. Read the book aloud emphasizing character traits (how the characters looked, their personalities, etc.). 2. Give students time to arrange the pictures in the order they think they should go. 3. Ask for a volunteer to share their sequence. 4. Ask if anyone has a different sequence. If so, let him share his and then ask both why they think it should

	<p>be that way.</p> <ol style="list-style-type: none"> 5. Go back to the book and check to see who was right. 6. Ask for a student to then sign a summary. 7. Ask if anyone has anything to add. If the student forgot anything of any importance, ask questions to guide the information out. 8. Using the summary the students just provided in ASL to start, write in English a cloze and have the students fill it in as a class written summary.
<u>Wrap up:</u>	<ol style="list-style-type: none"> 1. Have the students complete the cloze. 2. When done, reread it to make sure it makes sense and to make sure that nothing is left out. If students are able to do so, you might want to let them read the summary one sentence at a time, switching who is presenting. 3. Introduce the rubric and have students rate themselves and how they did on the activity.
<u>Assessment:</u>	Students will be assessed using their summary and their rubrics rating that summary.

Extension/modifications:

If students need the extra support to retell the story, let them tell it based on the arrangement of their pictures.

Reading - Summary: The Three Little Pigs Summary

Teacher Name: **Ms. Collins**

Student Name: _____

CATEGORY	4	3	2	1
Finish the Summary	Students fill in all of the blanks.	All but 1 or 2 blanks are filled in.	All but 5 or 6 blanks are filled in.	None of the blanks are filled in.
Independence	Students needed little or no help from the teacher.	Students needed some help from the teacher.	Students needed a lot of help from the teacher.	The teacher had to do most of the work.
Retelling	Students can sign the summary back with no help from the teacher.	Students can sign the summary back with a little help from the teacher.	Students can sign the summary back with a lot of help from the teacher.	Students could not sign the summary back.

Lesson 2.2: Questioning the Author- “The Three Little Pigs”

Objective: Given a read aloud from the book “The Three Little Pigs” and a class created summary, students will write questions for the author, as measured by individual student work.

Materials:

- ☐ Book Walt Disney’s “The Three Little Pigs”
- ☐ White Board and Markers
- ☐ Pencils and blank paper
- ☐ The Picture of the summary/cloze activity created in lesson 2.1

Procedure:

<u>Preparation:</u>	<p>From the picture taken yesterday, display the cloze on the board using the Doc Cam and the computer.</p> <p>Have the book, “The Three Little Pigs” on one of the ledges of the whiteboard.</p>
<u>Hook/Engagement:</u>	<ol style="list-style-type: none"> 1. Ask the students if they know how to ask a question in ASL. If they say yes, have them give examples. Discuss with them that for Wh-questions, you lower your eyebrows while for “yes” or “no” questions, you raise them. 2. Ask the students if they know how to ask a question in English. Again have them give examples. Ask them if there is a difference between writing Wh- questions and “yes” or “no” questions in English.
<u>Body:</u>	<ol style="list-style-type: none"> 1. Tell the students that today we are going to be asking questions using the book that we read yesterday. 2. Ask if anyone remembers the title of the book and if anyone can provide a summary (whether you cover the summary from yesterday is up to you and what you think the ability level of your students is). 3. Ask them who the author of the book is. Because

	<p>the author is on the title page of the book, not on the cover, you might have to help them out with this.</p> <ol style="list-style-type: none"> 4. Draw two people on the board and write the name of each of the authors above each of the figures. Tell the students that today we are going to come up with questions for these two authors about the book they wrote. 5. Give an example of a question to the authors like, "Why did you make a story with three pigs? Why not 2, 4, 5, 6, etc?" 6. Give a bad example like "What is your favorite color?" 7. Discuss why this example is bad- because it has no relevance to the book. 8. Have the students throw out ideas until you have a good list of questions on the board. If students need help, scaffold by going through the book page by page, looking back at the summary, referencing other books, etc.
<u>Wrap up:</u>	<ol style="list-style-type: none"> 1. Discuss what kind of questions are good questions to ask authors. 2. Bring up any past experiences they have had writing and ask them what kinds of questions they would like to get regarding their writing. 3. Tell the students to remember this strategy because they will use it again.
<u>Assessment:</u>	Students will be assessed using their questions to the author.

Extension/modifications:

If you want to extend this lesson, you can start by playing the question game- having two students at a time carry on a conversation using only questions.

This can be done as a whole class or an individual activity depending on the ability level of your students.

You can also create a rubric or use sentence frames to help guide the students if needed.

Lesson 2.3: Character Descriptions

Objective: Given a read aloud of the story “The Three Little Pigs” and a class created summary from a previous lesson, students will describe each of the characters in the story, as measured by individual student work and rubrics students used to evaluate their work.

Materials:

- ☐ The book Walt Disney’s “The Three Little Pigs”
- ☐ Picture of summary/cloze from lesson 2.1 displayed using a doc cam
- ☐ Copies of each of the characters from the book with blank space on the paper for students to write
- ☐ Pencils and crayons
- ☐ Rubric

Procedure:

<u>Preparation:</u>	Copy and enlarge the characters from the book so that each occupies about half of a page of a piece of paper (paper size does not matter). Have the summary/cloze ready to be displayed using doc cam if students would like to or need to refer back to it.
<u>Hook/Engagement:</u>	<ol style="list-style-type: none"> 1. Bring out the book again and ask students what we have been doing with it so far. 2. Tell the students that today, we are going to focus on the characters in the story. Show the pictures from the book that you had copied earlier. Tell the students that they will each pick a character and write sentences telling everything they know about that character. 3. Just like in lesson 2.1 there will be a rubric, so go over that with them now, explaining each area and how that might impact their work.
<u>Body:</u>	<ol style="list-style-type: none"> 1. Give each student a character and model what the first sentence could look like. Pick a character from that book or from another book that everyone in the class knows and start writing

	<p>sentences about that character on the board. If the students do not understand immediately, ask them to help you write about this other character.</p> <ol style="list-style-type: none"> 2. Underline all of the “describing words” (adjectives) and ask the students what all of those words have in common. They are all describing words and each sentence must have one- that is one of the items listed on the rubric, but it might be the most confusing so take this opportunity to point it out if needed. Also, you can go ahead and write the word “adjective” on the word to have them exposed to that academic vocabulary, telling them that describing words have an academic name, “adjective”. 3. When they are all able to tell you a sentence about the character that you have modeled, let them work on their individual characters from “The Three Little Pigs” 4. Give them time to work on the character descriptions, and if they become confused, overwhelmed, or just need help, guide them toward the right direction by asking questions to get them to an adjective that they can use to describe the characters.
<u>Wrap up:</u>	1. Have students present their characters to the other students in the class and have each of the students rate the work of the other students based on the rubric discussed earlier.
<u>Assessment:</u>	Students will be assessed using their descriptions and the rubrics used to evaluate those descriptions.

Extension/modifications:

Students do not have to present, but that will have to be taken out of the rubric.

Students can rate themselves if they are more comfortable with that.

Character Descriptions- The Three Little Pigs

Teacher Name: **Ms. Collins**

Student Name: _____

CATEGORY	5	3	1
Artwork	Student has colored their character to match the character depicted in the book. The coloring is neat and within the lines.	Student has colored their character in different colors, but it is within the lines or Student has colored their character to match the book, but it not within the lines.	Student has chosen colors that do not match the characters in the book and student has colored all over the page and not stayed within the lines.
Complete Sentence Use	Student always used complete sentences.	Student sometimes used complete sentences.	Student never used complete sentences.
Capitals and Punctuation	Student used capitals at the beginning of all sentences and ended all sentences with a period.	Student sometimes used capitals and punctuation correctly.	Student never used capitals or punctuation.
Number of Sentences	Student wrote three or more sentences.	Student wrote one or two sentences.	Student did not write about their character at all.
Quality of Sentences	Sentences all contained a describing word (adjective). All sentences were different.	Sentences sometimes contained a describing word (adjective). Some of the sentences say the same thing.	Sentences never contained a describing word (adjective). All sentences say the same thing.
Presentation	Student explained their character well and had good presentation skills.	Student did not explain their character well or Student did not have good presentation skills.	Student did not explain their character well and student did not have good presentation skills.

Lesson 2.4: Let's Write a Play

Objective: Given past lessons regarding “The Three Little Pigs,” students will create a script and act out the book for an audience, as evidenced by a video of this performance and their class created script.

Materials:

- ☐ White board and markers
- ☐ Videocamera
- ☐ Props: flute, fiddle, piano, bricks, sticks, straw, chimney (or something that the kids can pretend with.
- ☐ Projector and computer
- ☐ Book Walt Disney’s “Three Little Pigs”

Procedure:

<u>Preparation:</u>	<p>Make slips of paper with the names of characters on them.</p> <p>Push all of the regular classroom furniture to the edges of the room except chairs in front of the white board.</p> <p>Have book ready if you and/or students need it to reference</p>
<u>Hook/Engagement:</u>	<ol style="list-style-type: none"> 1. Ask the students if they have ever been in a play before. 2. Tell them that today we are going to have a performance of “The Three Little Pigs” and I am going to videotape it. 3. Ask the students what they think we will need in order to do this play, and if we do not have the exact materials, what we could use instead. 4. Once you have the list, which should include a script as being one of the things necessary to have this play, tell the students that we are going to focus on the writing of the script. Once we have finished writing the script, we can perform our play.

<u>Body:</u>	<ol style="list-style-type: none"> 1. Make an outline of the script and go ahead and get it started- model transferring the ideas in the book to the script. 2. Have the students start helping until they are doing most of the writing (you can either have them write it on the board once you have them started, or you can be the notetaker for this activity). 3. Once you have the script written, pull out the slips of paper with each of the characters names written on them and have each student pick which character he/she will be. 4. Practice the play using the script made, and if they want to revise anything, let them do so. 5. When the students feel confident they know what to do and what their lines are, go ahead and get ready for videotaping, but this might have to be on a second day.
<u>Wrap up:</u>	<ol style="list-style-type: none"> 1. Videotape the students doing their skit. 2. Show them the video and ask how they might improve for next time. 3. Discuss what was difficult about the lesson and what was easier. 4. Ask if this helped them remember the story better.
<u>Assessment:</u>	Students will be assessed using their script and their video of their role play.

Extension/modifications:

As an extension, you can also make a script of three Deaf pigs and the big Hearing Wolf and then act it out and record it.

You can make this as elaborate a process as you want depending on the time you have- creating masks, making props, making costumes, etc.

You could also have them perform their skit for a younger class.

Lesson 2.5: Let's Make a Poem!

Objective: Given previous lessons about “The Three Little Pigs,” students will compose a poem in ASL and record it, as measured by their video.

Materials:

- ☐ Book Walt Disney’s “The Three Little Pigs”
- ☐ Video camera
- ☐ Projector, computer and wire to hook into videocamera

Procedure:

<u>Preparation:</u>	<p>If students do not have much background information about ASL poetry, you might want to take the time to teach a lesson about it before jumping into this lesson.</p> <p>Have book ready in case you and/or students need to reference it.</p>
<u>Hook/Engagement:</u>	<ol style="list-style-type: none"> 1. Ask students what they think an ASL poem is. 2. List the types of ASL poems they know on the board. 3. Tell them that today we will be making an ASL poem of “The Three Little Pigs” 4. Ask the students which type of ASL poem they would like to do- which one best suits the story. If needed, go through each type one by one and ask the students if they think it would be fitting or not and why.
<u>Body:</u>	<ol style="list-style-type: none"> 1. When they have decided upon a type of ASL Poem they want to use, go ahead and start taking ideas about what the poem should look like. If there is too much dissention among the students, they can do individual ASL poems. 2. As students decide what to add next, go back and repeat with them what they have so far and add what they want to show them what it would look like and help guide them in their discussion throughout this activity.

	3. When the students feel they included everything and are happy with their poem, have them practice a few more times.
<u>Wrap up:</u>	<ol style="list-style-type: none"> 1. Videotape their ASL poem and then let them watch it. 2. Analyze what was good about it, what maybe did not fit, and what they would change if they could do it again.
<u>Assessment:</u>	Students will be assessed using their videotape of their ASL poem.

Extension/modifications:

Depending on time, you can have the students also write an English poem based on this ASL poem or just an English poem not based on this one.

If students need, you might want to list the order of the ASL poem on the board so that they do not forget anything- using pictures or words is fine.

Lesson 2.6: Questions for Mr. Wolf

Objective: Given a read aloud from the book “The True Story of the Three Little Pigs,” students will write questions for the author, as evidenced by individual student work.

Materials:

- ☐ Book “The True Story of the Three Little Pigs” by Jon Scieszka
- ☐ White board and markers
- ☐ Pencils and paper

Procedure:

<u>Preparation:</u>	No special preparation required.
<u>Hook/Engagement:</u>	<ol style="list-style-type: none"> 1. Introduce the book by asking students if they have ever seen this book or have ever read it. 2. Ask the students to read the title (help if necessary). 3. Ask them what they think the story will be about? Will it be the same as the last story? 4. Have students look at who the author is- by A. Wolf as told to Jon Scieszka- what does all of that mean?
<u>Body:</u>	<ol style="list-style-type: none"> 1. Read the book aloud, focusing on role shifting and really exaggerate the innocence of the wolf. 2. Stop periodically during the reading to check for understanding and see if the kids have questions. 3. When you are done reading the book aloud, ask the students to summarize the story. Was it the same or different from the first one and why would it be different? Which one do they think is right? 4. Ask students what they should do now since we are done reading the story. If they do not immediately think of “questioning the author”, help guide them to that by referencing previous lessons.

	<ol style="list-style-type: none"> 5. Model a question to the author, the wolf. 6. Pass out papers and pencils to the students for them to write questions for the wolf. If wanted/needed, emphasize that questions end with a __ (question mark) ____.
<u>Wrap up:</u>	<ol style="list-style-type: none"> 1. Give the students time to write all of their questions for the author. 2. When all students have finished their questions, have them share with each other and compare and see how many are the same or different.
<u>Assessment:</u>	Students will be assessed using their individual student work- questions for the author.

Extension/modifications:

The questioning the author may be done as a group activity if students still need a little extra support.

Lesson 2.7: Comparing Perspectives

Objective: Given a read aloud from two perspectives of the story “The Three Little Pigs,” students will compare and contrast these two stories using a Venn-diagram, as measured by their Venn-diagram.

Materials:

- ☐ White Board and markers
- ☐ Two books Walt Disney’s “The Three Little Pigs” and “The True Story of the Three Little Pigs”
- ☐ Rubric for teacher use to evaluate Venn-Diagram

Procedure:

<u>Preparation:</u>	
<u>Hook/Engagement:</u>	<ol style="list-style-type: none"> 1. Ask students what story they have been working on for the last few lessons. Ask if all stories about this topic are the same. 2. When the students say that they are different, ask them how they are different. When you have a good list on your fingers, ask the students if they know of a good way to write all of these down. 3. If they do not immediately think of a Venn-diagram, go ahead and draw one on the board and ask them if they know how to use it.
<u>Body:</u>	<ol style="list-style-type: none"> 1. Model its use by writing each of the things they have told you before in the appropriate place on the diagram and then have them continue telling you ideas, and telling you where they belong, on the left, right, or in the middle. 2. Have the students fill in the diagram with as many ideas as possible. If there are more ideas in one area than the others, help to guide them to fill in more of the other areas.
<u>Wrap up:</u>	<ol style="list-style-type: none"> 1. When the students have completed the diagram, ask them what area they felt was the easiest and why and what was the hardest and why.

	2. Reiterate that a Venn-diagram is used for comparing things, and if needed, go ahead and write the word “compare” on the board.
<u>Assessment:</u>	Students will be assessed using the class created Venn-diagram by having that evaluated by the rubric.

Extension/modifications:

If students have had no experience with Venn-Diagrams, either take a lesson to explain it, or you can change it to a different graphic organizer.

If students are very adept at using a Venn-Diagram, have them work on this individually.

Venn-Diagram Rubric

Teacher Name: **Ms. Collins**

Student Name: _____

CATEGORY	5	3	1
Labels	Students Labeled all three areas of the graph	Students labeled two areas of the graph	Students did not label the graph at all.
Content	Students have at least five details in each area	Students have only three details in each area	Students have less than three details in each area.
Quality	The details are mostly about important details.	The details are sometimes about important details.	The details are never about important facts.

Lesson 2.8: New Endings

Objective: Given a read aloud and following discussions about “The True Story of the Three Little Pigs”, students will write a new ending to the story, as evidenced by individual student work.

Materials:

- ☐ Book “The True Story of the Three Little Pigs”
- ☐ Papers and pencils
- ☐ White board and markers

Procedure:

<u>Preparation:</u>	
<u>Hook/Engagement:</u>	<ol style="list-style-type: none"> 1. Ask students if they remember what the two stories we had looked at about the three little pigs had said happened at the end. 2. Tell students that today, they will get to write what they think happens at the end of the last story. 3. Read a couple of the last pages, excluding the ending where he is in jail. 4. Stop before finishing the book and tell them that they are to write what they think happens next, but that they can not copy the story.
<u>Body:</u>	<ol style="list-style-type: none"> 1. Write on the board an example, with a sentence starter like “ After the wolf knocked on the door of Pig 3’s house, he _____. 2. Fill in one possible scenario. Maybe the wolf went to the store to buy some sugar, maybe he got a jack hammer to tear down the brick house, etc. 3. Give kids time to do this.
<u>Wrap up:</u>	<ol style="list-style-type: none"> 1. If students have time and want to, have them illustrate their work.
<u>Assessment:</u>	Students will be assessed using their individual student work showing what they think another possible ending

	could be.
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Unit 3: Peter Rabbit

NEW MEXICO STATE STANDARDS (4TH GRADE):

LANGUAGE ARTS:

2. VISUALIZE AND RECALL STORY DETAILS, INCLUDING CHARACTERIZATION AND SEQUENCE.

4. INCREASE VOCABULARY THROUGH READING, LISTENING AND INTERACTING.

3A: 1. EXAMINE THE REASONS FOR CHARACTERS' ACTIONS.

2. IDENTIFY AND EXAMINE CHARACTERS' MOTIVES.

3. CONSIDER A SITUATION OR PROBLEM FROM DIFFERENT CHARACTERS' POINT OF VIEW.

CALIFORNIA STATE STANDARD (4TH GRADE):

ENGLISH/LANGUAGE ARTS:

2.5: COMPARE AND CONTRAST INFORMATION ON THE SAME TOPIC AFTER READING SEVERAL PASSAGES OR ARTICLES.

Goal: Improve student reading level through character analysis and the “question the author” reading strategy.

Lesson 3.1: What Characters!!

Objective: Given a read aloud of *Peter Rabbit*, students will describe each character in the story, as measured by individual student work and the rubric they will use to evaluate it.

Materials:

- ☐ Book Peter Rabbit
- ☐ Papers with pictures of each of the characters on them
- ☐ White board and markers
- ☐ Pencils and crayons
- ☐ Rubric

Procedure:

<u>Preparation:</u>	<p>Have the desks set up in a semi circle with a chair in the middle for you to sit at during the read aloud.</p> <p>Copy the characters from the book and enlarge them so that they take up half of a page with the rest of the paper being blank for the students to write sentences.</p>
<u>Hook/Engagement:</u>	<ol style="list-style-type: none"> 1. Hold up the book <i>Peter Rabbit</i> and ask the students if they have ever read or heard of this story. If so, have them summarize, if not, have them do a picture walk. 2. Tell the students that like we did with the book <i>The Three Little Pigs</i>, they will have to choose a character to describe in depth after we read this book, so they should be paying attention to adjectives, or describing words.
<u>Body:</u>	<ol style="list-style-type: none"> 1. Read the story out loud and try to exaggerate the role shifting and attitudes/character traits as much as possible. 2. After the read aloud, have the students summarize what happened to make sure there are not any misunderstandings and there is not any confusion. 3. Pick a character and model on the board what they should do with the character descriptions by asking

	<p>what this character was like in the book and then writing sentences about it (Gradual Release of Responsibility).</p> <ol style="list-style-type: none"> 4. When it seems they understand what to do, give them a character each to do. Write who had which character as this will be important in later lessons. They will stick with the same character the entire unit. 5. Give them time to do their character descriptions. 6. When all students are finished, have them come up one by one and present their character to let the others see their work and to make sure all students agree. (You might want to take the papers and then just hand them back as the students are standing up to present so they pay attention to their presenter, not their poster.)
<u>Wrap up:</u>	<ol style="list-style-type: none"> 1. Hand out the rubric and have students analyze their work. 2. Ask if they found one area more difficult to improve upon and why.
<u>Assessment:</u>	Students will be assessed using their individual student work and the rubric assessing that.

Extension/modifications:

If students are unable to use the rubric, it can be one that the teacher uses, but then discusses with the students afterward.

Character Descriptions- Peter Rabbit

Teacher Name: **Ms. Collins**

Student Name: _____

CATEGORY	5	3	1
Artwork	Student has colored their character to match the character depicted in the book. The coloring is neat and within the lines.	Student has colored their character in different colors, but it is within the lines or Student has colored their character to match the book, but it not within the lines.	Student has chosen colors that do not match the characters in the book and student has colored all over the page and not stayed within the lines.
Complete Sentence Use	Student always used complete sentences.	Student sometimes used complete sentences.	Student never used complete sentences.
Capitals and Punctuation	Student used capitals at the beginning of all sentences and ended all sentences with a period.	Student sometimes used capitals and punctuation correctly.	Student never used capitals or punctuation.
Number of Sentences	Student wrote three or more sentences.	Student wrote one or two sentences.	Student did not write about their character at all.
Quality of Sentences	Sentences all contained a describing word (adjective). All sentences were different.	Sentences sometimes contained a describing word (adjective). Some of the sentences say the same thing.	Sentences never contained a describing word (adjective). All sentences say the same thing.
Presentation	Student explained their character well and had good presentation skills.	Student did not explain their character well or Student did not have good presentation skills.	Student did not explain their character well and student did not have good presentation skills.

Lesson 3.2: Let's Play!

Objective: Given the previous lesson including a read aloud of *Peter Rabbit*, students will write and then perform a play/skit of the book, as measured by their performance.

Materials:

- ☐ Videocamera
- ☐ Book *Peter Rabbit*
- ☐ White Board and markers
- ☐ Any props that might be needed

Procedure:

<u>Preparation:</u>	Set up the chairs in front of the white board, but push everything else to the sides of the classroom.
<u>Hook/Engagement:</u>	<ol style="list-style-type: none"> 1. Ask students if they remember what they did when they came into the classroom and it looked like this before. If they do not remember, tell them that today we are going to be writing a play about the book. 2. After the students write the play, then they can all act it out.
<u>Body:</u>	<ol style="list-style-type: none"> 1. Start writing the play by asking the students what the title should be, then going step by step, asking what happened first, who did what, etc. 2. After students have written the play and feel like they have included everything, discuss what props are needed, etc. 3. Assign the students the same roles as the character descriptions from lesson 3.1. 4. Have students practice this skit.
<u>Wrap up:</u>	<ol style="list-style-type: none"> 1. When students feel that they are ready, videotape their skit. 2. Have students watch their skit and discuss what was done well, what could have been done better,

	etc.
<u>Assessment:</u>	Students will be assessed using their performance and their written script.

Extension/modifications:

You can also have students perform their play in front of other classes, if possible.

Lesson 3.3: In the Hot Seat with Peter Rabbit

Objective: Given a read aloud of *Peter Rabbit*, students will analyze each character's perspective in the story, as measured by their questions and responses to/as each character.

Materials:

- ☐ Book Peter Rabbit
- ☐ Paper plates with eye holes cut out- one for each character
- ☐ Pencils, crayons, markers, etc.

Procedure:

<u>Preparation:</u>	Have the book <i>Peter Rabbit</i> ready to reference.
<u>Hook/Engagement:</u>	<ol style="list-style-type: none"> 1. Ask students if they feel like they know this book yet. 2. If they feel like they know, ask them if they think they feel like they could answer questions as their character from the first two lessons. 3. Tell them that is what we are all going to do today. 4. Tell them that we are going to make masks and then come up to the front of the classroom and have the audience will ask them questions as that character.
<u>Body:</u>	<ol style="list-style-type: none"> 1. Hand out the paper plates with eye holes cut out as the material they will draw their character on. Tell them they can do anything they want to their mask to make it look like their character. 2. Give them time to work on their drawing/mask. 3. When they are done with their mask of their characters, have the students come up and answer questions about their character as their character (If they have never done this, it may require some modeling). You go up first, or maybe even have the students write questions for each of the characters so that they are not having to think of all of their questions for the characters on the spot.

	<ol style="list-style-type: none"> 4. Ask questions too about the character, his clothes, his personality, information about the book, etc. 5. Have each student come up to be in “the Hot Seat” and answer questions as their character.
<u>Wrap up:</u>	<ol style="list-style-type: none"> 1. Ask the students what they think about their characters. Is the farmer mean? Why would he want Peter to get out of his farm? Is Peter mean since he wants to steal the veggies? 2. Ask the students what this activity has to do with perspective. If they do not understand how it applies, explain that every character has their own perspective and just saying that Mr. Mcgreggor is mean because he chased and scared Peter is not really the whole story. All perspectives have to be considered in order for us to understand the whole story and the motivations behind the actions in the story. 3. Ask the students which questions were harder and which ones were easier for them and why.
<u>Assessment:</u>	Students will be assessed using their questions and responses during the hot seat activity.

Extension/modifications:

This lesson might have to be split up between two days depending on time constraints and how much time the students take for the different parts of the lesson.

Lesson 3.4: Lets Write a Poem!

Objective: Given previous lessons about “*Peter Rabbit*,” students will compose a poem in ASL and record it, as measured by their video.

Materials:

- ☐ Book *Peter Rabbit*
- ☐ Video camera
- ☐ Projector, computer and wire to hook into videocamera

Procedure:

<u>Preparation:</u>	<p>If students do not have much background information about ASL poetry, you might want to take the time to teach a lesson about it before jumping into this lesson.</p> <p>Have book ready in case you and/or students need to reference it.</p>
<u>Hook/Engagement:</u>	<ol style="list-style-type: none"> 5. Ask students what they think an ASL poem is. 6. List the types of ASL poems they know on the board. 7. Tell them that today we will be making an ASL poem of “The Three Little Pigs” 8. Ask the students which type of ASL poem they would like to do- which one best suits the story. If needed, go through each type one by one and ask the students if they think it would be fitting or not and why.
<u>Body:</u>	<ol style="list-style-type: none"> 4. When they have decided upon a type of ASL Poem they want to use, go ahead and start taking ideas about what the poem should look like. If there is too much dissention among the students, they can do individual ASL poems. 5. As students decide what to add next, go back and repeat with them what they have so far and add what they want to show them what it would look like and help guide them in their discussion throughout this activity.

	6. When the students feel they included everything and are happy with their poem, have them practice a few more times.
<u>Wrap up:</u>	3. Videotape their ASL poem and then let them watch it. 4. Analyze what was good about it, what maybe did not fit, and what they would change if they could do it again.
<u>Assessment:</u>	Students will be assessed using their videotape of their ASL poem.

Extension/modifications:

Depending on time, you can have the students also write an English poem based on this ASL poem or just an English poem not based on this one.

If students need, you might want to list the order of the ASL poem on the board so that they do not forget anything- using pictures or words is fine.

Lesson 3.5: New Endings

Objective: Given previous lessons in this unit, students will write new endings for this story, as evidenced by individual student work.

Materials:

- ☐ Book *Peter Rabbit*
- ☐ Pencils and paper
- ☐ White board and markers

Procedure:

<u>Preparation:</u>	
<u>Hook/Engagement:</u>	<ol style="list-style-type: none"> 1. Ask students if they remember the last unit when they had to write a new ending for the story, <i>The Three Little Pigs</i>. 2. Tell the students they will be doing the same today.
<u>Body:</u>	<ol style="list-style-type: none"> 1. Have students retell the story up to the point where Peter and Farmer McGregor are in the toolshed. 2. Write their story starter on the board, something like “Peter and Farmer McGregor are in the shed when...” and show an example of something that could happen. 3. If some students finish before others, allow them to illustrate their ending.
<u>Wrap up:</u>	<ol style="list-style-type: none"> 1. Have students share their story endings with the other students.
<u>Assessment:</u>	Students will be assessed using their individual student work.

Extension/modifications:

If needed, provide sentence frames for students.

Unit 4: Diary of a Wimpy Kid

NEW MEXICO STATE STANDARDS (4TH GRADE):

LANGUAGE ARTS:

- 2. VISUALIZE AND RECALL STORY DETAILS, INCLUDING CHARACTERIZATION AND SEQUENCE.
- 4. INCREASE VOCABULARY THROUGH READING, LISTENING AND INTERACTING.
- 3A: 1. EXAMINE THE REASONS FOR CHARACTERS' ACTIONS.
- 2. IDENTIFY AND EXAMINE CHARACTERS' MOTIVES.
- 3. CONSIDER A SITUATION OR PROBLEM FROM DIFFERENT CHARACTERS' POINT OF VIEW.

CALIFORNIA STATE STANDARD (4TH GRADE):

ENGLISH/LANGUAGE ARTS:

- 2.5: COMPARE AND CONTRAST INFORMATION ON THE SAME TOPIC AFTER READING SEVERAL PASSAGES OR ARTICLES.

Goal: Improve student reading level through character analysis and the “question the author” reading strategy.

Lesson 4.1: Cloze the *Diary of a Wimpy Kid*

Objective: Given a read aloud and past experiences with the book *Diary of a Wimpy Kid*, students will complete a cloze activity as a summary, as measured by their in class work and rubric evaluating it.

Materials:

- ☐ Book *Diary of a Wimpy Kid*
- ☐ White board and markers
- ☐ Rubric for summary

Procedure:

<u>Preparation:</u>	Students have “read” all of the books in this series on their own, but since it is far above their reading level, read it out loud to them starting at least a couple of days before this lesson.
<u>Hook/Engagement:</u>	<ol style="list-style-type: none"> 1. Bring out the book <i>Diary of a Wimpy Kid</i> 2. Tell the students that we are going to continue our read alouds of this book and then we will do a summary of what we have read so far.
<u>Body:</u>	<ol style="list-style-type: none"> 1. Read the book aloud emphasizing character traits and role shifting. 2. Ask for a student to then sign a summary, first of just what was read today, then another student to come up and sign a summary of what has been read so far in the book, but not skipping to what they might think happen next or to other books in the series. 3. Ask if anyone has anything to add. If the student forgot anything of any importance, ask questions to guide the information out. 4. Using the summary the students just provided in ASL to start, write in English a cloze and have the students fill it in as a class written summary.
<u>Wrap up:</u>	<ol style="list-style-type: none"> 1. Have the students complete the cloze. 2. When done, reread it to make sure it makes sense and to make sure that nothing is left out. If students are able to

	<p>do so, you might want to let them read the summary one sentence at a time, switching who is presenting.</p> <p>3. Introduce the rubric and have students rate themselves and how they did on the activity.</p>
<u>Assessment:</u>	Students will be assessed using their summary and their rubrics rating that summary.

Extension/modifications:

If students need the extra support to retell the story, let them use the book or ask other students for help.

Diary of a Wimpy Kid Summary

Teacher Name: **Ms. Collins**

Student Name: _____

CATEGORY	4	3	2	1
Finish the Summary	Students fill in all of the blanks.	All but 1 or 2 blanks are filled in.	All but 3 or 4 blanks are filled in.	None of the blanks are filled in.
Independence	Students needed little or no help from the teacher.	Students needed some help from the teacher.	Students needed a lot of help from the teacher.	The teacher had to do most of the work.
Retelling	Students can sign the summary back with no help from the teacher.	Students can sign the summary back with a little help from the teacher.	Students can sign the summary back with a lot of help from the teacher.	Students could not sign the summary back.

Lesson 4.2: Questions for Jeff Kinney

Objective: Given the previous lesson, continuing read alouds from the book, and a presentation earlier in the year from a friend of the author, students will write questions for the author of the book *Diary of a Wimpy Kid*, as measured by individual student work and rubric evaluating that work.

Materials:

- ☐ Book *Diary of a Wimpy Kid*
- ☐ White Board and Markers
- ☐ Pencils and blank paper
- ☐ The Picture of the summary/cloze activity created in lesson 2.1

Procedure:

<u>Preparation:</u>	<p>From the picture taken yesterday, display the cloze on the board using the Doc Cam and the computer.</p> <p>Have the book, <i>Diary of a Wimpy Kid</i> on one of the ledges of the whiteboard.</p> <p>Before this lesson, more of the book should be read aloud, a little bit everyday.</p>
<u>Hook/Engagement:</u>	<ol style="list-style-type: none"> 1. Ask the students if they remember from the lesson in unit 2 how to ask a question in ASL. If they say yes, have them give examples. Discuss with them that for Wh- questions, you lower your eyebrows while for “yes” or “no” questions, you raise them. What is different for writing questions in English?
<u>Body:</u>	<ol style="list-style-type: none"> 1. Tell the students that today we are going to be asking questions using the book that we are reading. 2. Ask if anyone can provide a summary without looking at the picture from yesterday, and including what was read today. 3. Ask them who the author of the book is. Because there was an earlier presentation where another teacher presented her uncle, another author who

	<p>works with the author of this book, bring that up and discuss with students what it would be like if they could meet him in person.</p> <ol style="list-style-type: none"> 4. Give an example of a question to the authors like, “Why do you only draw stick figures,” or “Why did you not write the book about yourself?” 5. Give a bad example like “What is your favorite color?” 6. Discuss why this example is bad- because it has no relevance to the book. 7. Have the students throw out ideas until you have a good list of questions on the board. If students need help, scaffold by going through the book page by page, looking back at the summary, referencing other books, etc.
<u>Wrap up:</u>	<ol style="list-style-type: none"> 1. Discuss what kind of questions are good questions to ask authors. 2. Bring up any past experiences they have had writing and ask them what kinds of questions they would like to get regarding their writing. 3. Tell the students to remember this strategy because they will use it again.
<u>Assessment:</u>	Students will be assessed using their questions to the author.

Extension/modifications:

If you want to extend this lesson, you can start by playing the question game- having two students at a time carry on a conversation using only questions.

This can be done as a whole class or an individual activity depending on the ability level of your students.

You can also create a rubric or use sentence frames to help guide the students if needed.

Lesson 4.3: What's the Other Perspective?

Objective: Given past lessons and experiences with the book *Diary of a Wimpy Kid*, students will write a story from the perspective of another character in the book, as measured by their individual student work.

Materials:

- ☐ Book *Diary of a Wimpy Kid*
- ☐ White boards and markers
- ☐ Papers and pencils
- ☐ Laptops for each of the students
- ☐ Checklist

Procedure:

<u>Preparation:</u>	The students should be fairly familiar with the book <i>Diary of a Wimpy Kid</i> by now.
<u>Hook/Engagement:</u>	<ol style="list-style-type: none"> 1. Ask students if they can explain what perspective is and take a couple of volunteers. 2. Ask who's perspective the book <i>Diary of a Wimpy Kid</i> is written in. 3. Ask what other characters are in the book that might have a different side to the story. (As students tell you names of other characters, jot those up on the board for future reference.) 4. Tell the students that today we will be writing a diary from someone else's perspective and then have them decide which character's perspective to use from the list that they just created that you wrote on the board. 5. When they have decided on a character to use, have them brainstorm ideas that they could use as starting points for what that character's day might be like. (You might need to explain/review what a diary is and what kind of information goes in it.) 6. Write all of these ideas up on the board so that

	the students can refer to them later.
<u>Body:</u>	<ol style="list-style-type: none"> 1. Introduce the checklist. Tell the students that they have to include everything on the checklist in order to get a 100% and explain what each item is. 2. Give them time to come up with their stories and to illustrate them. Help the students with spelling as needed, but this should be a mostly independent activity.
<u>Wrap-Up:</u>	1. When the students are done, have them switch papers and read each others stories, or have each student come up and read his story aloud in an almost “author’s chair” way.
<u>Assessment:</u>	Students will be assessed using their individual student work and the checklists.

Extension/modifications:

Other Perspective for *Diary of a Wimpy Kid* Checklist:

- ☐ There are at least three days.
- ☐ Each of your sentences makes sense with the ones on the same day.
- ☐ All sentences start with a capital letter and end with . ! or ?
- ☐ You focused on one character.
- ☐ Your story is organized.
- ☐ Your story has good affect (you can tell if it is supposed to be funny, sad, happy, etc.)
- ☐ You drew pictures that match your story.
- ☐ You wrote your name on all pages of your story.

Lesson 4.4: Alternate Perspective Found Online

Objective: Given past lessons and previous experience with *Diary of a Wimpy Kid*, students will compare their own alternate perspectives to the one published online using a Venn-diagram, as measured by the class created Venn-Diagram.

Materials:

- ☐ Book *Diary of a Wimpy Kid*
- ☐ Online version of the Jock's perspective
- ☐ White board and markers

Procedure:

<u>Preparation:</u>	MODIFY THE ONLINE VERSION!
<u>Hook/Engagement:</u>	<p>1. Remind the students of the previous lesson where they made a story based on another character's perspective in the book <i>Diary of a Wimpy Kid</i>.</p> <p>2. Bring out the published version found online of the jock's perspective and tell the students that you found this version based on the "jock's" point of view.</p> <p>3. Tell the students that as you read this aloud, they should pay attention to the ways in which their stories were the same or different from this one.</p>
<u>Body:</u>	<p>1. Read this version out loud.</p> <p>2. Discuss with the students what they did that was different or the same.</p> <p>3. What did that author do differently and why?</p> <p>4. Compare the stories using a Venn-Diagram.</p>
<u>Wrap up:</u>	<p>1. Ask the students what they liked and did not like about the online version.</p> <p>2. Knowing now what that one looked like, would there be anything they would change</p>

	about their stories if they could?? If so, what?
<u>Assessment:</u>	Students will be assessed using the class created Venn-diagram.

Extension/modifications:

You can make this as simple or as hard as you want to by using a number of stories to compare in the Venn-diagram. It can be simplified by comparing the story by Jeff Kinney and the online version or you can compare those and the ones the students created, etc.

Unit 5: Differing Perspectives in History

NEW MEXICO STATE STANDARD:

GRADE 4:

BENCHMARK 1-D. SKILLS: RESEARCH HISTORICAL EVENTS AND PEOPLE FROM A VARIETY OF PERSPECTIVES.

CALIFORNIA STATE STANDARD:

GRADE 5:

5.5 STUDENTS EXPLAIN THE CAUSES OF THE AMERICAN REVOLUTION

Goal: *Students will improve their knowledge and understanding about history and historical events by analyzing various events and situations by reading and interacting with different accounts of the same event.*

Lesson 5.1: Sequencing the Boston Tea Party

Objective: Given background information and a read aloud about the American Revolution, students will put the events leading to and directly involved in the Boston Tea Party in order, as measured by individual student sequencing.

Materials:

- ☐ Book *The American Revolution* by JoAnn Crote
- ☐ Book *The Boston Tea Party* by Melinda Lilly
- ☐ Sentences from the books (possibly simplified based on students' reading ability).
- ☐ Paper, glue, scissors, and pencils

Procedure:

<u>Preparation:</u>	Students should have some background information on the American Revolution from former classes or other lessons, if not, go ahead give them some background by reading the first book listed on the materials list so this is not presented as new information.
<u>Hook/Engagement:</u>	<ol style="list-style-type: none"> 1. Ask students how many of them like tea. 2. Tell them that today we are going to read about the Boston Tea Party. 3. Ask how many of them have ever heard of the Boston Tea Party. What do they think it is? 4. Start off by reminding the students about the American Revolution. 5. Tell the students that we will be reading a book about the Boston Tea Party today. Tell them that they will need to be paying attention because after the read aloud, they will have to sequence some events from it.
<u>Body:</u>	<ol style="list-style-type: none"> 1. Read the book out loud. 2. When you are done, pass out the papers with sentences from the book typed on them. Tell the students that the sentences are not in correct order.

	<p>They have to cut the sentences out and then rearrange them.</p> <p>3. Give them time to do so. If they have difficulty doing this, keep an extra copy of the sentences under the doc cam and display it. Go over the sentences one by one and let them have more time to try to sort the sentences again.</p>
<u>Wrap up:</u>	<p>1. Ask the students what perspective the book was written in and what another perspective could be.</p> <p>2. Ask them what part was the hardest to put in order, what sentences were the most difficult and why.</p>
<u>Assessment:</u>	Students will be assessed using their individual sequencing papers.

Extension/modifications:

You can modify the difficulty level of the sentences based on student reading level.

You may have to teach a separate lesson on the American Revolution, an overview, for this to make sense based on your students' prior knowledge. You can also do a read aloud the day before of the first book listed in the materials list.

Lesson 5.2: Performing the Boston Tea Party

Objective: Given a read aloud about the Boston Tea Party and sequencing activity, students will write a script and perform the events of it, as measured by student performance.

Materials:

- ☐ Video camera and cord
- ☐ Computer and projector
- ☐ Any props that the students might need
- ☐ White board and markers
- ☐ Book *The Boston Tea Party*

Procedure:

<u>Preparation:</u>	Only have the chairs in front of the white board, all of the other classroom furniture pushed to the sides.
<u>Hook/Engagement:</u>	<ol style="list-style-type: none"> 1. Tell the students that today we are going to write a script and perform the Boston Tea Party. Tell them that we will start the week of the party, not before, and just to the end of that night (the events involved in the tea party itself). 2. Ask students what we need to do first- write a script.
<u>Body:</u>	<ol style="list-style-type: none"> 1. By now students should be pretty well versed in writing scripts, so let them take over from the beginning. Help as needed, but mostly they should be doing the discussing, the writing, etc. 2. Ask students what should be done next- determine the props needed. 3. Give students plenty of time to practice. Supervise and offer guidance as needed. 4. When they feel they are ready, get the videocamera to videotape it.
<u>Wrap up:</u>	<ol style="list-style-type: none"> 1. Videotape the students doing their skit.

	2. Let the students watch their video and have them reflect on it- how they did, how/what they might improve for next time, etc.
<u>Assessment:</u>	Students will be assessed using the script they created as well as their video.

Extension/modifications:

This activity might take more than one day since there will be a great deal of dialogue.

Lesson 5.3: Let's Create a Poem!

Objective: Given previous lessons about “The Three Little Pigs,” students will compose a poem in ASL and record it, as measured by their video.

Materials:

- ☐ Book *The Boston Tea Party*
- ☐ Whiteboard and markers
- ☐ Video camera
- ☐ Projector, computer and wire to hook into videocamera

Procedure:

<u>Preparation:</u>	Have book ready in case you and/or students need to reference it.
<u>Hook/Engagement:</u>	<ol style="list-style-type: none"> 1. Tell the students that today we are going to make an ASL poem again. 2. Ask them the types of ASL poems they know and list the types of ASL poems they know on the board. 3. Tell them that they cannot use the forms that were used in unit 2 or 3. 4. Ask the students which type of ASL poem they would like to do- which one best suits the story. If needed, go through each type one by one and ask the students if they think it would be fitting or not and why.
<u>Body:</u>	<ol style="list-style-type: none"> 1. When they have decided upon a type of ASL Poem they want to use, go ahead and start taking ideas about what the poem should look like. If there is too much dissention among the students, they can do individual ASL poems. 2. As students decide what to add next, go back and repeat with them what they have so far and add what they want to show them what it would look like and help guide them in their discussion throughout this activity.

	3. When the students feel they included everything and are happy with their poem, have them practice a few more times.
<u>Wrap up:</u>	<ol style="list-style-type: none"> 1. Videotape their ASL poem and then let them watch it. 2. Analyze what was good about it, what maybe did not fit, and what they would change if they could do it again.
<u>Assessment:</u>	Students will be assessed using their videotape of their ASL poem.

Extension/modifications:

Depending on time, you can have the students also write an English poem based on this ASL poem or just an English poem not based on this one.

If students need, you might want to list the order of the ASL poem on the board so that they do not forget anything- using pictures or words is fine.

Lesson 5.4: Pick a Side

Objective: Given previous lessons about the Boston Tea Party, students will do further research and create a presentation defending either the American perspective or the British perspective about events concerning the Boston Tea Party, as measured by their presentations.

Materials:

- ☐ Access to library books, the internet, other sources
- ☐ Strips of paper with American or British on it
- ☐ Laptops for each student

Procedure:

<u>Preparation:</u>	
<u>Hook/Engagement:</u>	<ol style="list-style-type: none"> 1. Talk with students about the Boston Tea Party, have them summarize what they know about it as of now. 2. Tell the students that today they will have to create a powerpoint presentation about one of two sides of the Boston Tea Party. Ask if they can figure out which two perspectives you are talking about. 3. Let the students pick from the slips of paper (without looking) to determine which side they will be on.
<u>Body:</u>	<ol style="list-style-type: none"> 1. Tell students that they will have twenty minutes in the library to look and borrow any books, and then everyone will go to the resource room to get their laptops to do research online and create a powerpoint to show their side. 2. Do just that and give them any help, support, or guidance as necessary. 3. When students are done have the students get ready for the presentations by sending you the presentations, or saving it on your USB.
<u>Wrap up:</u>	<ol style="list-style-type: none"> 1. Have each student come up and give their presentations. 2. After each presentation, have everyone cheer everyone on. Also, have each presenter take at least

	two complements and two ways that s/he could improve for next time from the audience.
<u>Assessment:</u>	Students will be assessed using their presentations.

Extension/modifications:

This lesson may require more time, so be prepared to bridge this across a number of days.

Unit 6: Differing Perspectives in the Social Curriculum

NEW MEXICO STATE STANDARD:

CALIFORNIA STATE STANDARD:

GRADE 3:

1.2 CONNECT AND RELATE PRIOR EXPERIENCES, INSIGHTS, AND IDEAS TO THOSE OF A SPEAKER.

GRADE 4:

1.8 USE DETAILS, EXAMPLES, ANECDOTES, OR EXPERIENCES TO EXPLAIN OR CLARIFY INFORMATION.

Goal: *Improve student interactions with peers and adults.*

Lesson 6.1: Issues This Class has Been Dealing With

Objective: Given previous class discussions and meetings, students will discuss any issues they have been having in the classroom or on the playground with students in the classroom that have not yet been resolved, as measured by class discussion.

Materials:

- ☐ White boards and markers
- ☐ Clipboard with notes from previous class meetings (if you have them)

Procedure:

<u>Preparation:</u>	Push all of the desks to the side to make room for a circle with all of the students and yourself.
<u>Hook/Engagement:</u>	<ol style="list-style-type: none"> 1. When students come into class, have them sit down like we were having a class meeting. They should be sitting on the floor in a circle. 2. Ask the students what we sit in this way for. They should say that we sit like that for the class meetings. 3. Tell the students that we are going to be discussing our class meetings. We will be discussing any issues that students have had and what issues that they continue to have that have not seemed to resolve no matter what the suggestion.
<u>Body:</u>	<ol style="list-style-type: none"> 1. Ask students if they can think of any issues that have been brought up. If they can not think of any, bring out any notes that you may have on past class discussions or what you remember. 2. You can make a table on the board with three columns; what the issue was and how many think it has been resolved and how many students think it has not been resolved. Record this discussion in this way. 3. For the issues that students feel are unresolved, ask for any more suggestions as to how they might be resolved for the future.

<u>Wrap up:</u>	1. Have students take turns telling what one issue they will try to focus on to try to improve- all students have to pick one since these issues are dealing with everyone.
<u>Assessment:</u>	Students will be assessed using their participation in the class discussion.

Extension/modifications:

If you would like, and your students have the ability, have the students start by writing one issue that they notice is still a problem and go around the circle discussing each one.

Lesson 6.2: Playing with Feeling

Objective: Given different situations, students will act out what happens and write how their character feels, as measured by their brief performances and their written work about their character's feelings.

Materials:

- ☐ Different situations written on paper that involve two or more students
- ☐ Pencils and paper

Procedure:

<u>Preparation:</u>	Be ready to do this as a center activity with Science since these times overlap and students will need to work with the teacher to guide them in their performance, read the situation to them, help them with their writing, etc. If not, you will need another adult to help one group of students while you help another.
<u>Hook/Engagement:</u>	<ol style="list-style-type: none"> 1. Ask students to summarize the discussion from yesterday. 2. Tell them that you have received an email from the Kindergarten teacher saying that she is having difficulty in her classroom dealing with bullying. 3. Ask the students if they have ever experienced another student bullying them. Ask how that felt. 4. Ask the students if they have ever experienced bullying another student. Ask how that felt.
<u>Body:</u>	<ol style="list-style-type: none"> 1. Tell students that today they will be working in small groups to perform a short skit showing a situation (which you will assign) and that they will also have to state what their character feels by writing it down before they are allowed to perform it in front of the class. 2. Specify that the rule for performing the skits is that they cannot hurt their partner/group-mates and that there can be no dialogue. 3. Give one group of students a situation while another adult works with another group of students. Guide their discussion about what the skit should look like and help

	them to write their sentences about what their character is feeling.
<u>Wrap up:</u>	<ol style="list-style-type: none"> 1. Have students perform their skits when they are ready and have the audience try to guess the character's feelings. 2. After the two/three groups have performed, discuss what were good clues to look for when trying to figure out what another person was feeling. 3. Go back and analyze each persons perspective in each skit as it related to their emotion. Reinforce this term "perspective".
<u>Assessment:</u>	Students will be assessed using their performances and their written statements telling how their character feels.

Extension/modifications:

Lesson 6.3: What is Bullying?

Objective: Given lessons on issues that have been coming up in our class and around the school, students will create a definition of “bullying” and a list of examples, as measured by class created definition and list.

Materials:

- White board and markers

Procedure:

<u>Preparation:</u>	
<u>Hook/Engagement:</u>	<ol style="list-style-type: none"> 1. Write the word “Bullying” on the board and ask students what they think it means. 2. If they can give you a definition already, go ahead and write it up on the board, if not, wait until the end of the lesson and ask again if they can come up with a definition.
<u>Body:</u>	<ol style="list-style-type: none"> 1. Ask students if they can think of any examples of bullying. If they do not know the words, ask them to act it out. 2. Take ideas from the students until they can not think of any more. If they can not think of very many, put a couple of suggestions out on the table to see if it helps jog their memories.
<u>Wrap up:</u>	<ol style="list-style-type: none"> 1. Discuss again what bullying means. 2. Ask students what happens to the people involved in the bullying- how do they feel. 3. Are bullies always mean people? 4. Why did they bully in the past (connecting to the question from yesterday)? Does that make them mean people?
<u>Assessment:</u>	Students will be assessed using the class created list of bullying examples and bullying definition.

Extension/modifications:

Lesson 6.4: Bullying Solutions

Objective: Given the previous lesson discussing examples and the definition of bullying, students will pick a couple of the examples, write a script showing the scenario and another script showing a possible solution, as measured by student created scripts and role plays.

Materials:

- ☐ Video camera
- ☐ Cord
- ☐ Computer
- ☐ Projector
- ☐ Interwrite board
- ☐ Any props that may be needed
- ☐ The list of bullying behaviors from yesterday

Procedure:

<u>Preparation:</u>	Show the list of bullying behaviors created yesterday using the computer and the interwrite board.
<u>Hook/Engagement:</u>	<ol style="list-style-type: none"> 1. When students come in, ask them what the list on the board is- what the activity from yesterday was about. 2. Tell them that today we will be writing scripts for a couple of the bullying scenarios on the list and then also they will be writing solutions for the bullying scenarios too. When we are done writing the scripts, the students will pick actors for each scenario, practice and record the scenarios and solutions.
<u>Body:</u>	<ol style="list-style-type: none"> 1. Have students pick up to three of the scenarios to start. 2. Have everyone help in writing the script for the bullying scenarios. 3. When the original scenarios are done, have students offer solutions. When students decide which solution to use, have them write the scripts for those as well. 4. When students are ready with the scripts, have them

	<p>nominate students to perform each of them.</p> <ol style="list-style-type: none"> 5. Print the scripts that have been written throughout the class (using the interwrite board allows you to type during class and have it displayed on the board so that the whole class can see it. 6. Give all students time to rehearse.
<u>Wrap up:</u>	<ol style="list-style-type: none"> 1. When students say that they are ready, pull out the video camera and record their scenarios. 2. Play them back for the students to see what they think. 3. Ask students why they picked the scenarios they did- were they the easiest, the most fun, what? 4. What was the hardest part of this activity, the easiest?
<u>Assessment:</u>	Students will be assessed using their scripts and the videotaped recordings of the scenarios.

Extension/modifications:

If you have more time, have students pick more than three scenarios, but keep in mind that they have to write scripts for the scenarios and for the solutions too.

Lesson 6.5: Anti-Bullying Posters

Objective: Given previous lessons concerning bullying, students will create anti-bullying posters, as measured by their individual student work.

Materials:

- ☐ Large construction paper
- ☐ Markers, crayons, colored pencils, glue, glitter, other craft supplies
- ☐ White board and markers

Procedure:

<u>Preparation:</u>	Have desks set up in a group arrangement with supplies nearby but not on the table yet (they may be distracting for students during the instructions).
<u>Hook/Engagement:</u>	<ol style="list-style-type: none"> 1. Ask students if they like being bullied and if they think everyone should bully each other. 2. If they say no, ask for ideas about how to stop bullying in the school. Write these ideas on the board. 3. If the students thought of the anti-bullying posters, circle that or star it. If not, add it to their list. Tell the students that today we will be making anti-bullying posters to put up around the school.
<u>Body:</u>	<ol style="list-style-type: none"> 1. Give students an example of what an anti-bullying poster might look like, but make it mediocre so that they are not too daunted by the task. 2. Give them the materials and time to work on their posters. As students finish their posters, hang them up on the walls in the classroom.
<u>Wrap up:</u>	<ol style="list-style-type: none"> 1. When all students have finished making their posters, do a gallery walk so that the students can look at their classmates' posters. 2. When they have all seen each others work, have them discuss placement and then go out and hang their posters.
<u>Assessment:</u>	Students will be assessed using their individual anti-bullying posters.

Appendix B: Evaluation Tools for the Curriculum:

This section contains the evaluation tools that were used to evaluate the curriculum.

Pre- and Post- Test:

Situation:

A woman has a chocolate bar out on the counter. It is really hot that day. She notices the chocolate starting to melt. She decides to put it in the refrigerator so it will not melt. Her husband comes home, opens the refrigerator and sees the chocolate bar there. He takes it out and puts it in the cupboard where the chocolate usually goes. The woman gets hungry later and decides to eat the chocolate bar from earlier. Where does she go to get the chocolate bar?

The counter

The refrigerator

The cupboard

Comic:

Write about what the girl is doing.



6+1 Trait Writing Model : writing

Teacher Name: **Ms. Collins**

Student Name: _____

CATEGORY	4	3	2	1
Grammar & Spelling (Conventions)	Writer makes no errors in grammar or spelling that distract the reader from the content.	Writer makes 1-2 errors in grammar or spelling that distract the reader from the content.	Writer makes 3-4 errors in grammar or spelling that distract the reader from the content.	Writer makes more than 4 errors in grammar or spelling that distract the reader from the content.
Sequencing (Organization)	Details are placed in a logical order and the way they are presented effectively keeps the interest of the reader.	Details are placed in a logical order, but the way in which they are presented/introduced sometimes makes the writing less interesting.	Some details are not in a logical or expected order, and this distracts the reader.	Many details are not in a logical or expected order. There is little sense that the writing is organized.
Focus on Topic (Content)	There is one clear, well-focused topic. Main idea stands out and is supported by detailed information.	Main idea is clear but the supporting information is general.	Main idea is somewhat clear but there is a need for more supporting information.	The main idea is not clear. There is a seemingly random collection of information.
Adding Personality (Voice)	The writer seems to be writing from knowledge or experience. The author has taken the ideas and made them "his own."	The writer seems to be drawing on knowledge or experience, but there is some lack of ownership of the topic.	The writer relates some of his own knowledge or experience, but it adds nothing to the discussion of the topic.	The writer has not tried to transform the information in a personal way. The ideas and the way they are expressed seem to belong to someone else.

Word Choice	Writer uses vivid words and phrases that linger or draw pictures in the reader's mind, and the choice and placement of the words seems accurate, natural and not forced.	Writer uses vivid words and phrases that linger or draw pictures in the reader's mind, but occasionally the words are used inaccurately or seem overdone.	Writer uses words that communicate clearly, but the writing lacks variety, punch or flair.	Writer uses a limited vocabulary that does not communicate strongly or capture the reader's interest. Jargon or cliches may be present and detract from the meaning.
Sentence Structure (Sentence Fluency)	All sentences are well-constructed with varied structure.	Most sentences are well-constructed with varied structure.	Most sentences are well-constructed but have a similar structure.	Sentences lack structure and appear incomplete or rambling.

Teacher Checklist

Student Name: _____

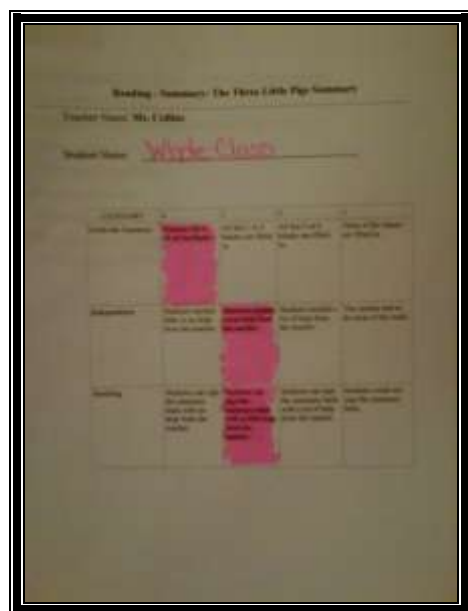
CATEGORY	5	3	1
Reading Enjoyment	Student seems to enjoy reading and asks to get a book when not busy with other work.	Student seems to enjoy reading during the assigned reading times, but does not ask to read at other times.	Student does not enjoy reading at any time.
Reading level	Student has been progressing throughout the year and reading levels have improved.	Student has been progressing throughout the year, but reading levels have remained the same.	Student chooses the same books over and over again, showing little progress in reading skills and stagnation in reading levels.
Reading skills	Student will summarize, question the author, and analyze characters as reading strategies even when not prompted.	Student will summarize, question the author, or analyze character traits as reading strategies, even when not prompted.	Student does not summarize, question the author, or analyze character traits unless prompted.
Writing enjoyment	Student seems to enjoy writing and even writes outside of the "writing time" during the school day.	Student seems to enjoy writing when it is time to do so in school, but does not write for fun.	Student does not seem to enjoy writing at all.

Writing Skills	Student can write a story focusing on one character and the events that happen to that character.	Student can write about one character, but the story is often distracted by other characters and multiple events.	Student writes about multiple characters and multiple events.
History understanding	Student questions which perspective an event in history is told from.	Student is able to question which perspective an event in history is told from if prompted.	Student is unable to question which perspective an event in history is told from, even when prompted.
Student-peer interactions	Student gets along with peers the majority of the time.	Student gets along with peers in a structured setting, like a classroom, but not other times like during lunch or recess.	Student does not get along with peers, often getting into fights.
Student-adult interactions	Student acts appropriately when interacting with adults.	Student acts appropriately when interacting with adults most of the time.	Student does not act appropriately when interacting with adults.

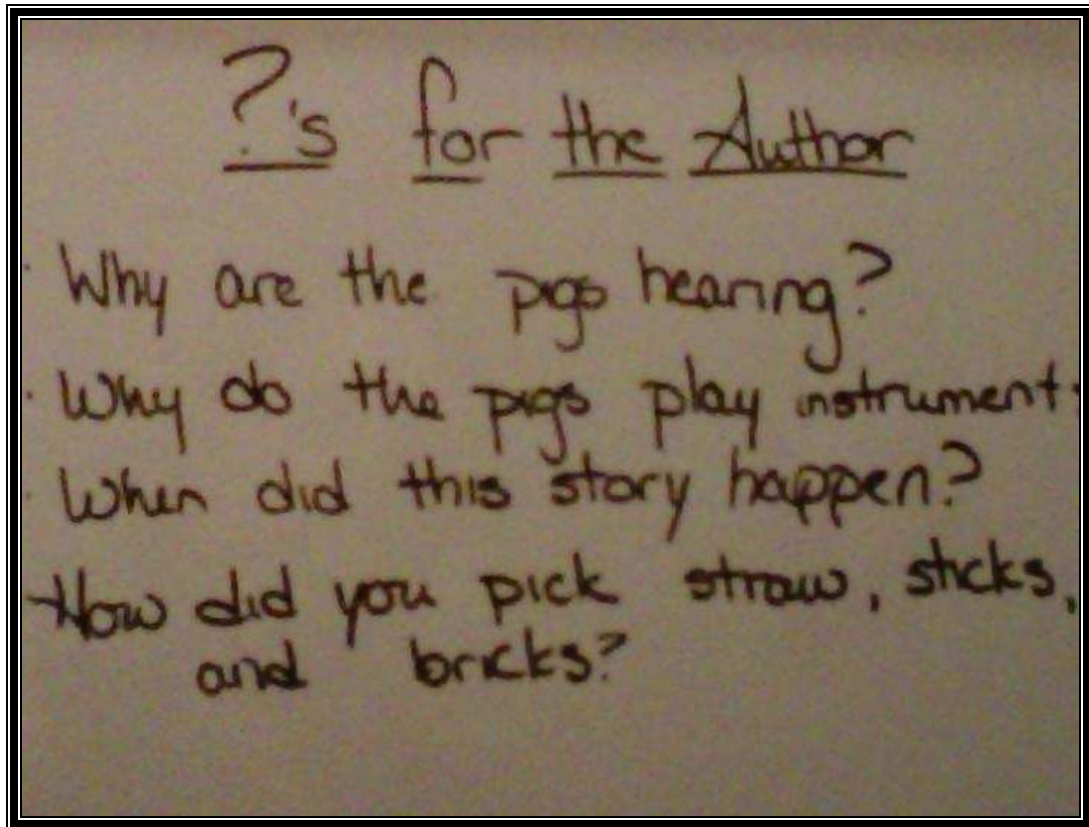
Appendix C: Student Work Samples



(FIGURE 31) CLASS CREATED CLOZE/SUMMARY



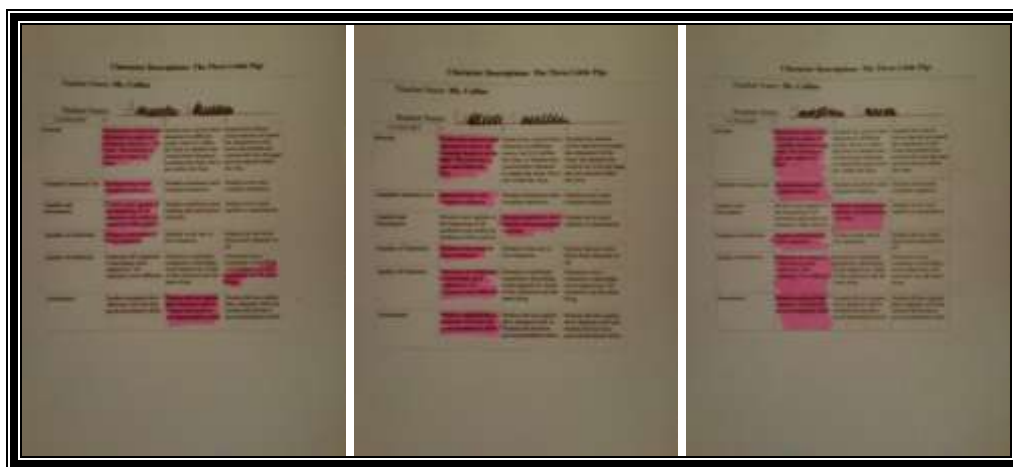
(FIGURE 32) RUBRIC FOR CLASS CREATED CLOZE



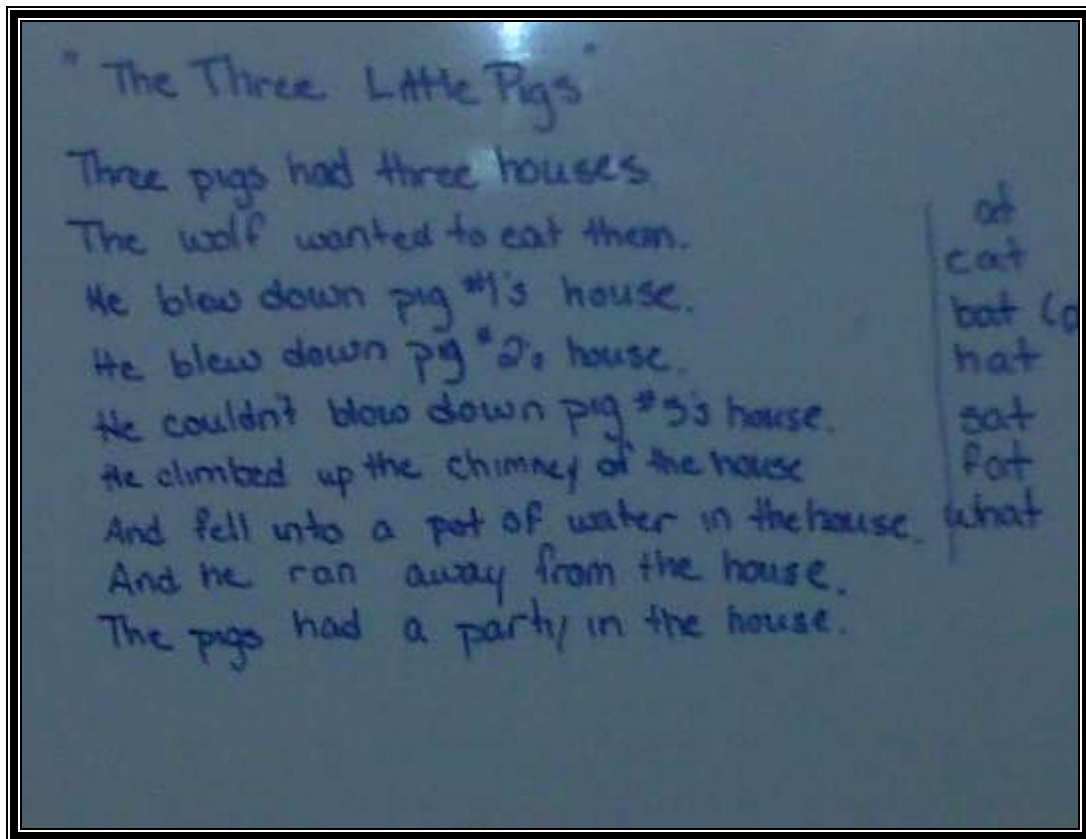
(FIGURE 33) QUESTIONS FOR THE AUTHOR OF "THE THREE LITTLE PIGS"



(FIGURE 34) STUDENT CHARACTER DESCRIPTIONS OF “THE THREE LITTLE PIGS”



(FIGURE 35) RUBRICS EVALUATING STUDENT CHARACTER DESCRIPTIONS



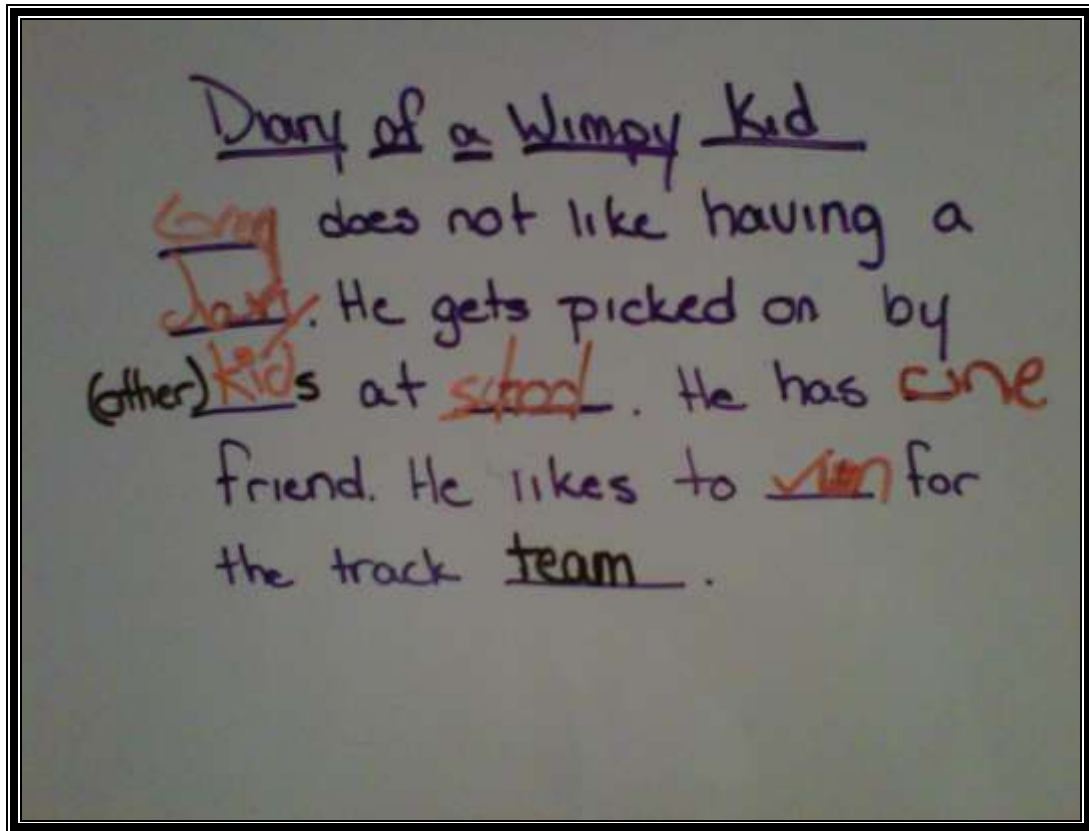
(FIGURE 38) "THE THREE LITTLE PIGS" ENGLISH POEM

Venn-Diagram Rubric

Teacher Name: **Ms. Collins**

Student Name: AV, JG, and GG (Language Arts Class)_____

CATEGORY	5	3	1
Labels	Students Labeled all three areas of the graph	Students labeled two areas of the graph	Students did not label the graph at all.
Content	Students have at least five details in each area	Students have only three details in each area	Students have less than three details in each area.
Quality	The details are mostly about important details.	The details are sometimes about important details.	The details are never about important facts.



(FIGURE 39) CLASS CREATED CLOZE DIARY OF A WIMPY KID

Diary of a Wimpy Kid Summary

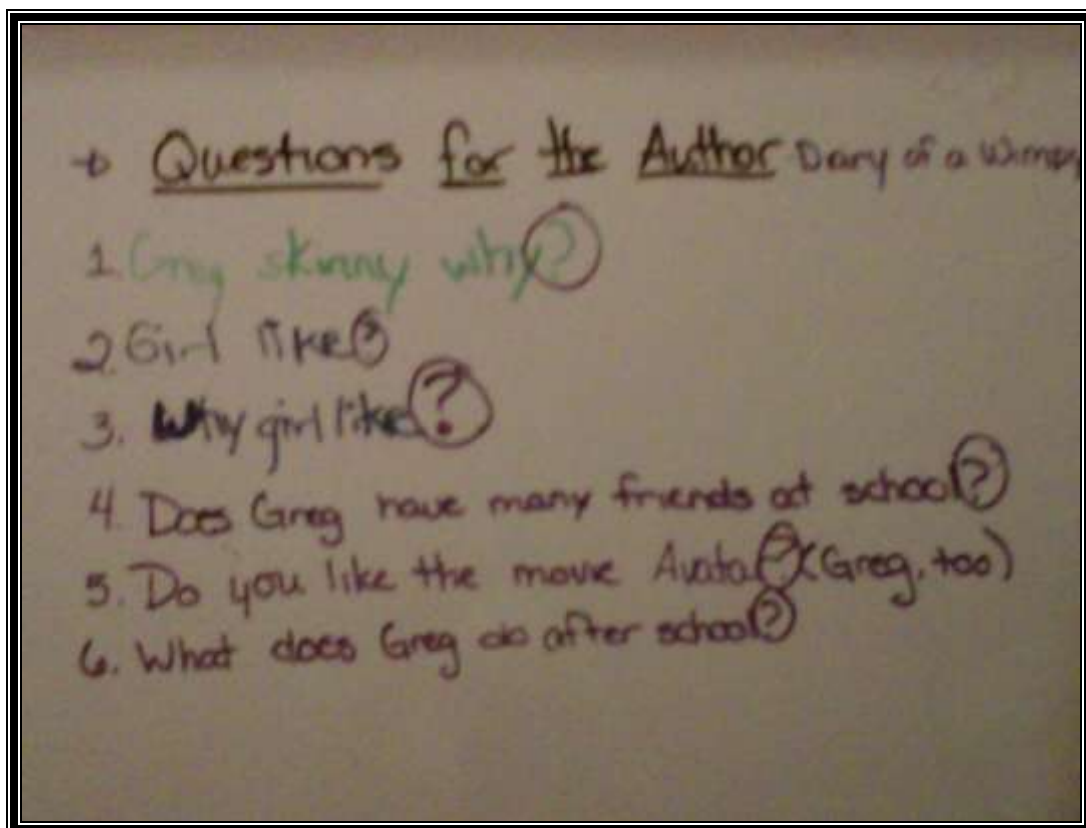
Teacher Name: **Ms. Collins**

Student Name: Whole Class

③

CATEGORY	4	3	2	1
Finish the Summary	Students fill in all of the blanks.	All but 1 or 2 blanks are filled in.	All but 3 or 4 blanks are filled in.	None of the blanks are filled in.
Independence	Students needed little or no help from the teacher.	Students needed some help from the teacher.	Students needed a lot of help from the teacher.	The teacher had to do most of the work.
Revising	Students can sign the summary back with no help from the teacher.	Students can sign the summary back with a little help from the teacher.	Students can sign the summary back with a lot of help from the teacher.	Students could not sign the summary back.

(FIGURE 40) RUBRIC EVALUATING CLOZE FOR DIARY OF A WIMPY KID



(FIGURE 41) CLASS CREATED QUESTIONS FOR JEFF KINNEY

Page 1:

Dear Diary,

Today was just another typical day at school.

Let me just say for the record that middle school is the dumbest idea ever invented.

You get girls like me who need to have twice a day mixed in with little piggies.

ME (pointing to a girl being teased): **OUTTA MY WAY, RUNTS!**

In homeroom, I wrote this book. I didn't do my homework. I read to the teacher about in math to be pushovers.

Page 2:

I'm really popular. I guess it comes with the territory - me being captain of the wrestling team and all. I love being a jerk!

During third period, we had a math test so I made sure to sit behind this nerdy kid. I heard that these people are good at math and stuff.

Greg (sitting at a desk): **4/5 = 80%**

Page 3:

I still don't understand fractions but I'm getting on "A" in math class.

During lunch period, I ran into the loser kid named Greg or something. I can't stand him cuz he's always hanging out with this darky fat kid like they was friends or something.

Greg (pointing to a boy): **LOSER.**

Anyway, I used the lunch money to buy football, and I stunk it in the woods behind the school with a bunch of high school kids.

Page 4:

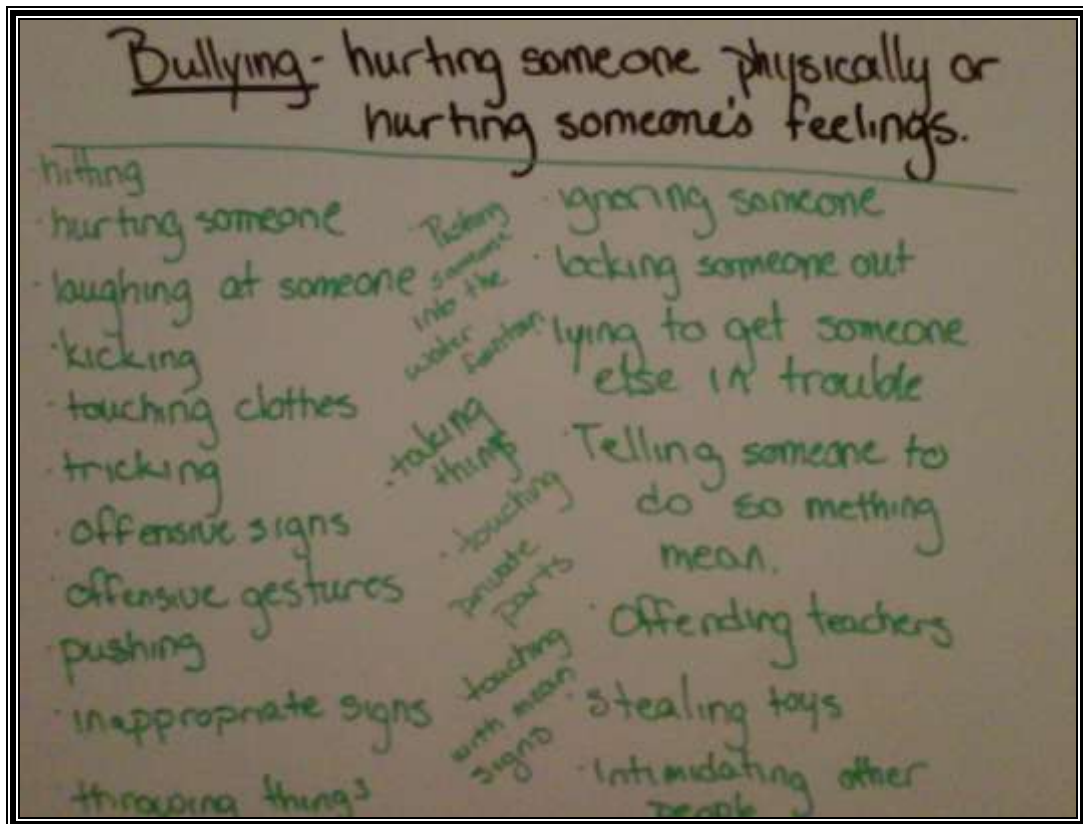
All in all, it was a pretty good day at school.

Greg (pointing to a boy): **darky fat kid**

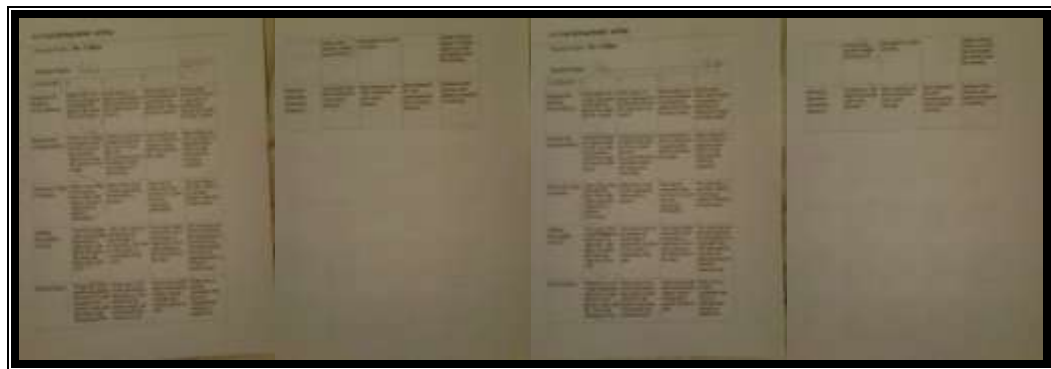
Page 5:

I'd like to see this book written from the jerk's point of view.

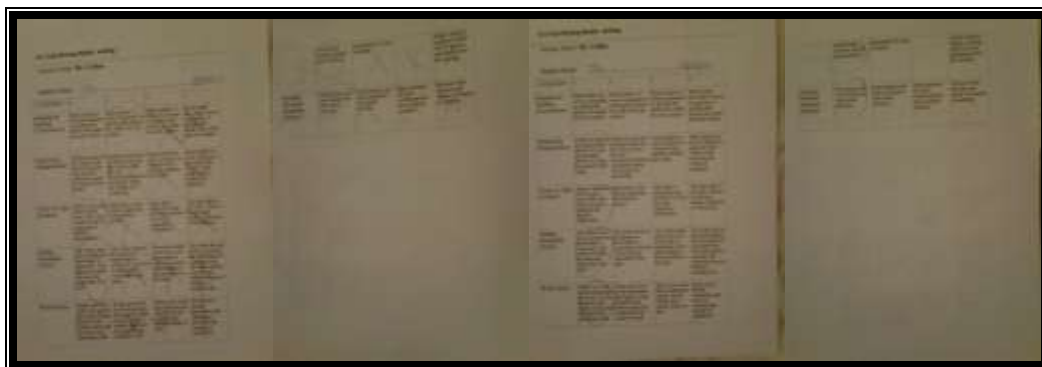
(FIGURE 43) JOCK'S PERSPECTIVE (MODIFIED)



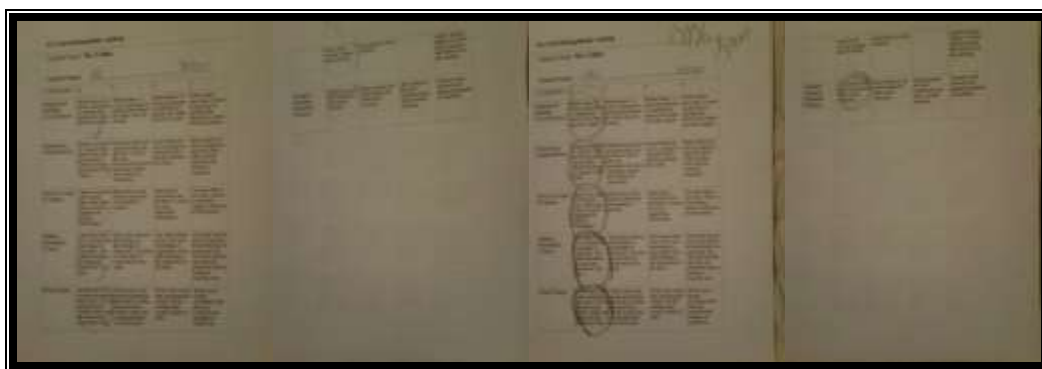
(FIGURE 44) CLASS LIST OF BULLYING BEHAVIORS



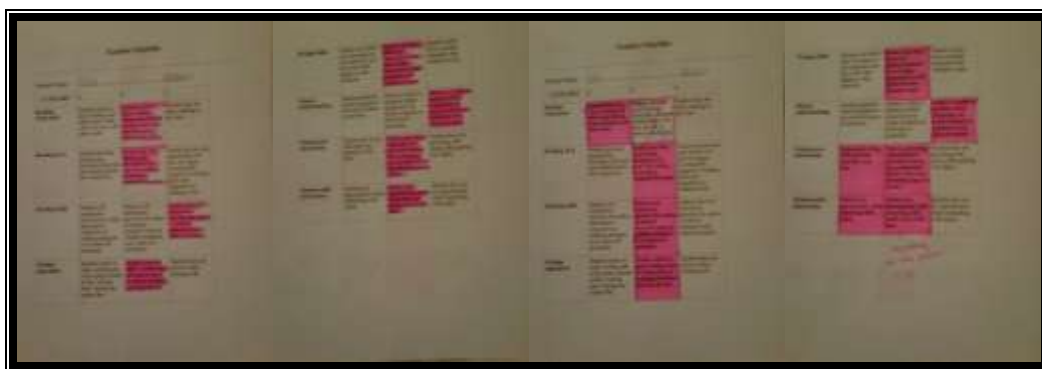
(FIGURE 45) GG'S PRE- AND POST-WRITING RUBRICS



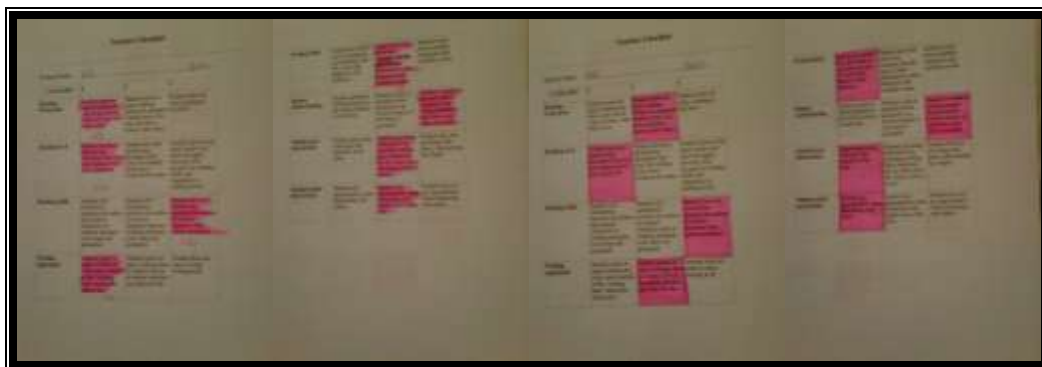
(FIGURE 46) JG'S PRE- AND POST-WRITING RUBRICS



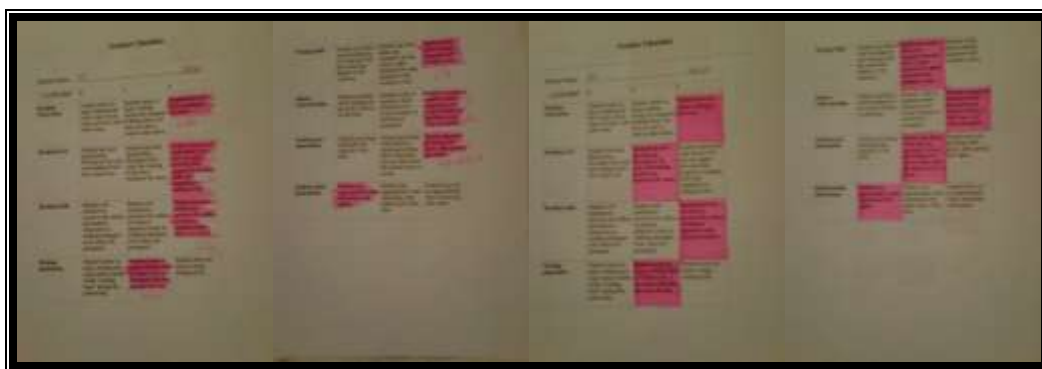
(FIGURE 47) AV'S PRE- AND POST-WRITING RUBRICS



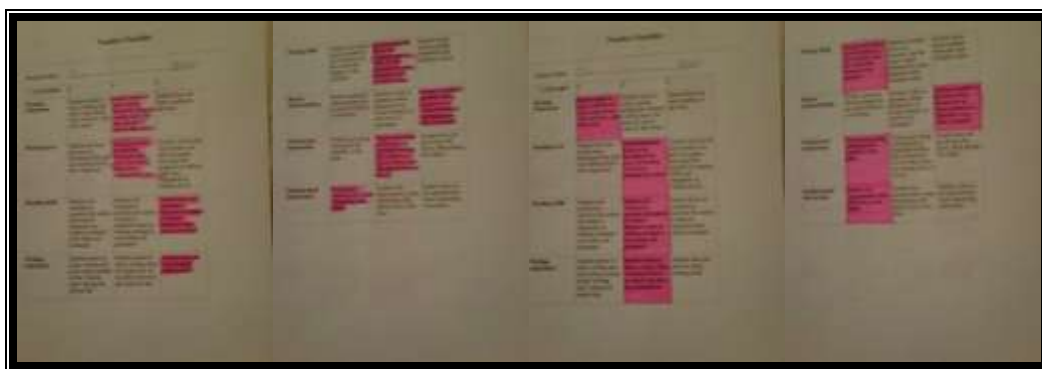
(FIGURE 48) GG'S PRE- AND POST-CHECKLISTS



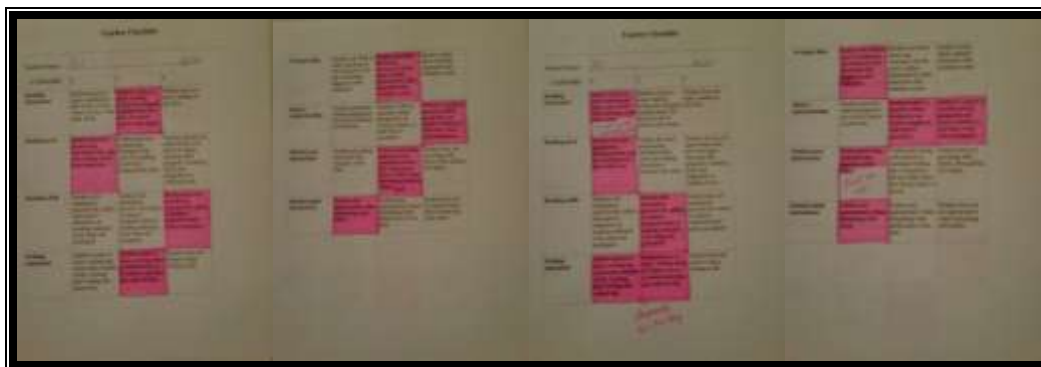
(FIGURE 49) MM'S PRE- AND POST-CHECKLISTS



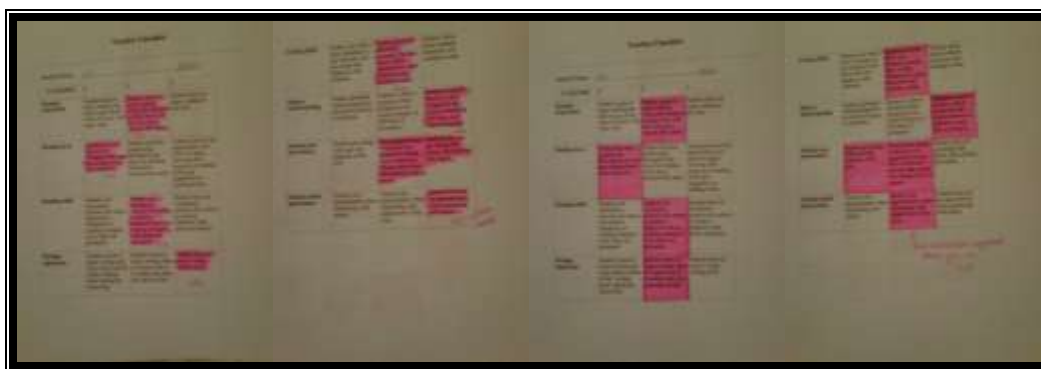
(FIGURE 50) JP'S PRE- AND POST-CHECKLISTS



(FIGURE 51) JG'S PRE- AND POST-CHECKLISTS



(FIGURE 52) AV'S PRE- AND POST-CHECKLISTS



(FIGURE 53) LH'S PRE- AND POST-CHECKLISTS

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