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UNIVERSITY OF CALIFORNIA, SAN DIEGO

Supporting Deaf Students' Development of English Spelling Skills

Creating ASL Fingerspelling Stories

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

in

Teaching and Learning: Bilingual Education (ASL-English)

by

Sicily Hamilton Gaston

Committee in Charge:

Tom Humphries, Chair
Bobbie M. Allen
Cheryl Forbes

2009

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The Thesis of Sicily Hamilton Gaston is approved and it is acceptable in quality and form for publication on microfilm and electronically:

Chair

University of California, San Diego

2009

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I am very appreciative to have had this unique graduate experience and feel excited about heading into the field of education to help make a difference in children's lives.

ABSTRACT OF THE THESIS

Supporting Deaf Students' Development of English Spelling Skills

Creating ASL Fingerspelling Stories

by

Sicily Hamilton Gaston

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

University of California, San Diego, 2009

Professor Tom Humphries, Chair

Language development is the main concern and focus for most educators working in the field of Deaf Education. Language ability influences every subject area and has a significant impact on the academic success of all students. This thesis project examines at how deaf and hard of hearing students in the lower elementary grade levels develop spelling strategies for English words and focuses on presenting lessons which provide visual access.

By offering spelling lessons that have more opportunity to further develop students' American Sign Language (ASL), the goal is to supply educators with an innovative method for teaching deaf and hard of hearing students how to spell vocabulary in English. Students spent six weeks learning new vocabulary by using the format of fingerspelling stories to creating stories for the different concepts. Ultimately, the students created several fingerspelling stories and then wrote an English version of the story with illustrations.

An evaluation plan was implemented throughout the curriculum in order to evaluate the student achievement and development toward the goals of each lesson. The evaluation plan included four different methods for collecting data; field notes, collection of artifacts, rubrics and tests. These methods of evaluation will serve as holistic and comprehensive feedback on student growth. The evaluation plan was intended to determine the effectiveness of my curriculum, which includes both the lesson goals and the main curriculum goals.

The evaluation data found that students did learn new vocabulary from the fingerspelling stories. The students successfully completed the video taping of their stories as well as written versions of the stories. It was also found that the fingerspelling stories allow for students to have more exposure to ASL while learning English vocabulary.

I. Introduction

Language development is the main concern and focus for most educators working in the field of Deaf Education. Language ability influences every subject area and has a significant impact on the academic success of all students. Language delay is when a child does not develop language abilities at the age appropriate times. For majority of deaf and hard of hearing students, the language delay begins at birth because of lack of exposure. Language that is accessible to deaf and hard of hearing students is imperative for their academic development. I have noticed, during my classroom experiences, that my students struggle with language arts lessons and many of them become frustrated by the task of spelling English words. In this project, I have identified what research has shown as deaf students' strengths for learning and used these strengths to form a spelling curriculum to support elementary students at beginning levels of spelling development. Deaf children frequently do not follow the same developmental spelling patterns as their hearing classmates (Hirsh-Pasek, 1987; Leybaert & Alegria, 1995). Therefore, it is essential that educators working in Deaf Education develop new strategies for instructing English, which take into account the development patterns of their students and utilize the academic abilities unique to the deaf and hard of hearing community.

This thesis project examines how deaf and hard of hearing students in the lower elementary grade levels develop spelling strategies for English words and focuses on presenting lessons which provide visual access. It is understood that deaf students do have phonemic awareness, however they do not fully rely on phonics, as hearing students do, to learn the spelling of new English words (Hanson, 1989; Hanson &

Fowler, 1987; Hanson & Lichtensten, 1990; Schaper & Reitsma, 1993). Deaf students use more visual information compared to their hearing peers, relying on auditory information for spelling (Allman, 2002). By offering spelling lessons that have more opportunity to further develop students' American Sign Language (ASL), I hope to supply educators with an innovative method for teaching deaf and hard of hearing students how to spell vocabulary in English.

There is an eminent need for new strategies related to teaching deaf and hard of hearing students spelling because mainstream spelling curriculum assumes students are hearing and can use phonics fluently. Deaf and hard of hearing students need tailored methods for learning to spell English words, which allow visual access to the subject matter being taught.

In this project, the visual representation of the words will be provided to students through ASL fingerspelling stories. The students will create fingerspelling stories themselves for their list of English vocabulary to create a visual representation of the words using each letter.

The curriculum states four goals for the students:

1. Recognize the connection between the ASL wall and the English word wall.
2. Develop students' ability to spell three and four letter words and grade appropriate sight words.
3. Promote student's recognition and use of spelling patterns.
4. Creating individual fingerspelling stories that students complete, self-edit, and write in English.

The first goal was for students' to recognize the connection between the ASL wall and English word wall. Many classrooms have made ASL walls and English walls for students to use as language tools, but too often the students do not know how to use them. Students need to be explicitly taught the connection between these two reference tools to understand how they interrelate.

The second goal for the curriculum was to develop students' ability to spell three and four letter words and grade appropriate sight words. The technique was designed to help expand students' vocabulary for words they can easily use in their writing. If students are learning simple words for familiar objects and common sight words it will raise their motivation to use them in their daily writing activities.

Third, this curriculum sought to promote students' recognition and use of spelling patterns. Students at the lower elementary level should begin to recognize spelling patterns, which for deaf students is crucial for spelling development. These common spelling patterns should be explicitly taught for simple vocabulary words.

Lastly, the fourth goal was creating individual fingerspelling stories that students complete, self-edit, and write in English. Students were given the individual responsibility of creating a fingerspelling story and then asked to construct the same story in English written form.

The goals presented above address the need for students to recognize, understand, and use new vocabulary correctly in both ASL and English. The curriculum allows for students to engage in various language-building activities, which incorporate both American Sign Language and English skills. It is important to note that fingerspelling does not supply words to ideas or objects that do not have signs.

Fingerspelling is a very important aspect of ASL and provides students with a rich vocabulary within ASL. Fingerspelled words are significant and active components of the lexicon (Padden, 2006). Fingerspelled words have a place in ASL lexicon and carry grammatical content as well as semantic contrasts with other vocabulary in the language (Padden, 2006). It is important for deaf and hard of hearing children to have exposure to fingerspelling because it is an integral part of the language development.

The foundation of this project composed of four main learning theories. The theories incorporated into the curriculum are comprehensible input, meta-linguistic awareness, cooperative learning, and language transfer (see section five for a more detailed explanation). All of these features aim to offer students better access to the information they are learning and tools to meaningful connections with the material. In order for language to develop, the input must be comprehensible to the student (Krashen, 1994). Development of the first language later contributes to the success in developing the second language (Krashen, 1994). It is through meta-linguistic processes that students become mindful of their own use of language. The spelling methods developed here provide opportunity to think about and reflect on language acquisition.

This curriculum goes beyond the typical weekly spelling tests and offers students a creative and interactive method for learning new vocabulary words. Student work in cooperative learning teams to brainstorm ideas and create stories with their new vocabulary. It is hoped that as the students acquire a thorough understanding of each word in ASL, and are encouraged to use ASL to create a story, they will then be able to use the knowledge gained through this process and a fundamental understanding of English.

This curriculum focuses on using the bilingual teaching method (ASL and English) to educate deaf students. The bilingual method is where ASL is used for face-to-face communication (instruction) and English is taught as a second language through print (reading and writing). Theoretical and empirical research strongly supports the use of ASL for acquisition of English (Israelite, Ewoldt, & Hoffmeister, 1991).

II. A Bilingual Approach to Education

Historically, educational practices for deaf and hard of hearing students have been greatly debated, constantly in a phase of modification. There are several different teaching philosophies used to instruct deaf and hard of hearing students and each one ultimately aims to offer the best language strategies for learning English. The approach that I have taken, and believe to be the most effective, is the bilingual method. The bilingual method in deaf education uses ASL to instruct all subjects and teaches English as a second language. This system of instruction provides students with a strong linguistic foundation and the necessary background knowledge they need to then excel in a second language (Johnson, Liddell & Erting, 1989; Krashen, 1991). Proponents of the bilingual method believe a strong foundation in ASL is fundamental to success in English for deaf and hard of hearing students. This thesis focuses on research-based, pedagogical, and socio-cultural data that supports the bilingual approach for teaching deaf children.

Unfortunately, it is common to see deaf and hard of hearing students struggling academically, especially with English reading (Marschark & Harris, 1996; Musselman, 2000) and writing (Singleton, Morgan, DiGello, Wiles & Rivers, 2004). The reason for this low academic achievement begins with a concept known as language delay. Language delay occurs in more than 90 percent of deaf and hard of hearing students who are born to hearing parents because they do not have early exposure to a native language like other Second Language Learners (ELL) (de Villiers, Bibeau, Ramos & Gatty, (1993). Professionals in Deaf Education, like myself, are desperate to provide early intervention programs for deaf children born into families without signing skills to

supplement their linguistic environment in preparation for more substantial language acquisition later.

In the United States, although the bilingual education approach encourages the children to use ASL as their first language and instructs them on English as their second language, there is a focus on developing both languages concurrently. This teaching method provides opportunities for deaf and hard of hearing students to develop ASL communication skills, for them the most easily accessible language, simultaneously with English reading and writing skills. The teacher strives to incorporate both languages into all lessons and subjects to offer students a solid linguistic model in a variety of areas. A student would only be considered "bilingual" once they has gained competency in both languages.

Since the 1960's, when ASL was made an official language, linguists and educators have been researching the structure of the language and the possibility for its use in a bilingual classroom setting. Research continues to further suggest that acquiring fluency in a first language can facilitate the development of meta-linguistic abilities applicable to a second language (Cummins, 1981; Dutcher, 1994; Krashen, 1994; Singleton, Supalla, Litchfield & Schley, 1998). This knowledge also attributes to appropriate background information necessary for typical reading assignments in school. The educational and scientific communities have provided corroborative evidence that suggests bilingual education is the most successful teaching method (Erting & Pfau, 1997; Krashen, 1996; Lane, 1996; Mashie, 1995).

RESEARCH

Research has shows that literacy transfers across languages (Dutcher, 1994;

Krashen, 1996). Smith and Goodman argue that children learn to read by being exposed to print and by making sense of what they see on the page (Goodman, 1982; Smith 1994). People acquire language by understanding messages, by obtaining comprehensible input (the “input hypothesis”; Krashen, 1994). Krashen developed the input hypothesis theory that claims students learning a second language need to be exposed to comprehensible information and that they use the knowledge from their first language to decipher the new language. If educators provide their students with comprehensible input, deaf students should will able to build a stronger first language in ASL and then use that knowledge to acquire a second language. A deaf child’s most accessible language for acquisition is a signed language; applying Krashen’s input hypothesis, it stands to reason therefore that fluency in sign language will promote English literacy.

A study conducted by Strong and Prinz (1997) also indicates that there is a significant relationship between ASL skills and English literacy. This study was conducted with 160 deaf children and concluded that students who attained higher levels of ASL ability significantly outperformed children in the lowest level in English literacy (age and IQ where controlled for). The researchers stated, “Deaf children’s learning of English appears to benefit from the acquisition of even a moderate fluency in ASL” (Strong & Prinz, 1997). They determined that there are a variety of factors that contribute to low English literacy levels including academic achievement, language competence, cognitive abilities and family background. These results as well as others previously touched upon support the need for ASL-bilingual education. Deaf students have greater success accessing information when they use ASL; the first language

academic skills which result then go on to influence their literacy skills in English once this (or another) language is introduced into the curriculum.

PEDAGOGICAL

Another argument for bilingual education of deaf and hard of hearing youth is pedagogical, which focuses on the strategies for instruction which are used. An essential aspect of establishing a bilingual teaching pedagogy in the classroom is dedication to keeping the languages separate. Deaf educators must teach ASL and English independent from one another. For example, an instructor following the bilingual approach should never speak and sign at the same time, which is referred to as Simultaneous Communication (Sim-Com). Educators must focus on employing distinct instruction methods unique to helping their students develop a strong primary language (ASL) and foundation for any instruction in a second language (English). Because most deaf students enter school without a primary language it is very important for the school and classroom to provide them with strong language models and a language rich environment. A successful environment will facilitate experiences in both languages equally by using many different tailored teaching strategies. For example, teachers can use read aloud time to sign and then speak each page of a story. Also, teachers can cultivate a rich bilingual environment by helping the students develop an ASL vocabulary wall in addition to an English vocabulary wall. A word wall, no matter the language, is an interactive bulletin board in the classroom. The wall is a systematically organized collection of words from any part of the students' curriculum. These walls are tools in the classroom that promote group learning and provide a language rich environment. In each lesson students should be taught new related vocabulary in both

ASL and English print. According to the bilingual approach as the students' signing skills develop and they gain competency it will benefit their English skills. Using the familiar language of ASL, the student will more easily develop literacy and cognitive skills (Dutcher, 1994).

Many traditional teaching and learning strategies can also be applied to an ASL/English bilingual classroom, however all students need to always be active participants in their learning. Students thrive when given the opportunity to discuss their ideas and interact with learning materials. New vocabulary will become more meaningful when they have an experience upon which to build language. Teachers should incorporate hands-on activities, dramatizations, student presentations, and cooperative learning groups to teach all subjects. Students can participate as active learners by discussing or applying information or explaining it to others.

In order for deaf and hard of hearing students to learn vocabulary they must use it. Teachers need to provide students the opportunity (in a low-risk environment) to try and use what they are learning. Students should be given the maximum amount of time possible to make a meaningful connection with the material at hand using the English language, the goal proficiency at a level comparable to their hearing peers. When teachers allow students to partner "talk" or do work in groups, students have the chance to experiment without fear of the entire class judging them. These groups promote student self-esteem and help them develop oral communication skills. This also allows for peer tutoring. Students with lower levels of language proficiency will interact with students with higher levels and be able to negotiate the meaning of a particular lesson's content together. Reading and writing answers to questions can be done for homework,

providing more time in the classroom for interactive, cooperative structures in which students are learning from each other.

Books are a great way for teachers to create interactive learning lessons. At all age levels, reading plays a key role in the development of literacy. The use of books is one way to get children's attention and interest them in what language has to offer. Story telling can take them into a different world and offer them exciting experiences that they would not otherwise know. Children make emotional connections with certain stories. When this occurs they take something away from the experience (Livingston, 1997). Read alouds also offer students a fluent reader role model. Teachers should select books which are above the class's current reading level, giving the students an attainable goal and motivation to continue to improve their fluency.

It is beneficial for students to experience reading books that are slightly above their independent reading level to challenge them and expose them to new vocabulary. Teachers should closely guide this type of activity to keep the students involved and interested. Before reading a story the teacher can lead the students through a picture walk to familiarize them with the subject and ask the students questions about what they see and what they think is going to happen based on the pictures. The teacher should connect the students' prior knowledge with the story and lead a discussion about anything the students have experienced that may be relevant to the plot. Research clearly highlights that for, learning to occur, new information must be integrated with what the learner already knows (Rumelhart, 1980).

It is important for students to have independent reading time as well. Students need time and liberty to select their own reading material. Students should be given

freedom to explore different types of reading material and select something that matches their personal interests. Anderson, Wilson, and Fielding (1988) found that the best predictor of reading achievement was the amount of time students spent independent reading as well as being the best predictor of the amount of increase in reading achievement between second and fifth grade.

The teacher can also help build the students' literacy by making the classroom print-rich. I have noticed that many young children start experimenting with print that is most familiar to them, such as their name. This beginning stage of writing should be positively encouraged and recognized as progress. Students need to be in an environment that offers good children's literature at various levels, with pictures and objects around the classroom being clearly labeled.

To support the different stages of writing development, teachers can offer journal-writing activities. Some activities may be more structured than others. Dialogue journals offer students the opportunity to write the teacher a note about anything they choose or respond to a short question the teacher may have. This exercise allows students to be free to write without grammar or spelling critique. For younger students, they can draw a picture and dictate to an adult what they would like to write. This is a great experience for beginning writers to see a fluent writer transform thoughts into sentences. A more structured writing activity is writer's workshop, which is a time where written grammar, spelling, and structure are explicitly taught. The teacher works closely with the students to teach the fine points of editing English writing. The bilingual education approach for deaf students not only focuses on all of the academic subjects, but it also incorporates teaching children the skills needed to create their own

cultural identity.

Generally, deaf children enter school linguistically, cognitively and experientially well behind their hearing peers who have had the benefit of acquiring native language competency within their home environments (Griffith, Johnson, & Dastoli, 1985). American Sign Language is not simply a communication tool, but it is a connection to a cultural community for many deaf people. Deaf people around the United States cherish the use of ASL. Padden and Humphries (1988) defined culture as a set of learned behaviors of a group of people who have their own language, values, rules of behavior, and traditions. The vital connection to Deaf culture in America is the common language they use - ASL. The people in this community share a general sense of pride in their culture and language. The American Deaf community greatly supports the educational practice of teaching ASL and using it as a tool to promote literacy among deaf children.

Deaf culture is a necessary part of deaf education because it is an opportunity for children to learn more about themselves and other deaf people. Socialization is essential to a child's development and without a common language socialization is restricted. A program like this encourages children to identify with Deaf culture, which has a common language, instead of identifying themselves as lacking somehow because their limited auditory skills make English seem inaccessible.

Socio-cultural research has started to note the importance of family background or home environment for deaf children's academic success (Hoffmeister et al, in press; Strong & Prinz, 1996). These researchers state that children of deaf parents have considerably higher reading scores than their peers with hearing parents (Hoffmeister et al, in press; Strong & Prinz, 1996). Charrow and Fletcher (1974) found in their research

that Deaf children with Deaf parents score significantly higher on three of four TOEFL subtests when compared to deaf students with hearing parents. Research like this confirms Deaf children of Deaf parents have greater success acquiring English as a second language over other deaf peers of hearing families.

Another similar research study found, more specifically, that the most influential relationship vis-a-vis a deaf child's linguistic development is of mother and child. If the child's mother is deaf, the child is most likely to perform linguistically at a higher level when compared to a peer with a hearing mother (Strong & Prinz, 1997). This is of great importance because it provides evidence that ASL fluency is a predictor of English literacy. ASL not only provides language input that is comprehensible because it is visible, but using it as the language of instruction also offers deaf children many other advantages. It presents children with the linguistic foundation and background knowledge necessary to make a second language more comprehensible (Johnson, Liddell & Erting, 1989; Krashen, 1991). Also, ASL facilitates the ability to use language to solve problems and to participate in the types of interactions that promote higher order thinking (Krashen, 1991; Krashen & Biber, 1988). Lastly, ASL enhances the development of basic literacy as described herein.

Research on the subject of bilingual education for deaf students will continue to progress and I believe that we will continue to see its results used increasingly in classrooms around the world. The most important benefit that this teaching method offers is access to a true language, one that students can use to access and understand their otherwise dichotomist surroundings and eventually develop into active participants in the bilingual world around them. People need to recognize the contributions each

language makes to providing access to information and facilitating interaction between the different communities. This approach provides students with balanced experiences and an understanding of both the mainstream population and the Deaf community, allowing them to incorporate the cultural, linguistic and social aspects with their own identity.

Through my own experiences teaching deaf students, and the research that I presented here, I have noticed a need for more curriculum that supports and incorporates the main ideas of bilingual education. In many classrooms there is an English word wall and a separate ASL wall for students to use to develop their vocabulary. My goal is to create a curriculum that offers students the opportunity to use and engage both ASL and English in a fun and interactive way. Developing this curriculum will further the ability of teachers to provide effective spelling instruction in a bilingual manner.

III. Assessment of Need

When deaf and hard of hearing students arrive at school there is a large variation in language ability within each classroom resulting from each student's language exposure at home. Some students come from fluent signing families where ASL is their primary language while others communicate using spoken languages and gestures. This severe range of abilities creates a challenging teaching environment for the educator to provide students with suitable amounts of instruction in both ASL and English. Many of the practices that are successful in bilingual classrooms, where both languages are spoken, are not readily applicable to deaf education without modification. It is widely known, in the field of education, that deaf and hard of hearing students are performing well below their hearing peers in most subjects. It has been reported that the typical reading delay is 5 years for deaf students graduating high school (Allen, 1986; Conrad, 1979; Lewis 1996). The reports on spelling have also determined delays in achievement, although not as severe as reading (Marschark & Harris, 1996; Musselman, 2000).

There is a need for new strategies related to teaching deaf and hard of hearing students spelling because the current curriculum is largely based on the ability to hear and use phonics. Deaf and hard of hearing students need different methods for learning to spell English words allowing for visual access to the subject matter being taught. The students must be given the necessary information about the vocabulary words they are learning to understand the concept of the word.

By providing students with visual access to vocabulary they will have the information necessary to understand the meaning of the vocabulary and compose

written English. In the past, what may have been a very frustrating task for a student has the potential to be made more manageable through the use of their first language and other visual tools. This strategy for teaching spelling, results in a more thorough understanding of English vocabulary. It is critical for the design of a new curriculum to incorporate different theories of learning and teaching strategies that are suitable for deaf classrooms.

This need is also related to the fact that the state standards require students to learn spelling. Kindergarten through twelfth grade teachers must incorporate spelling lessons into the curriculum.

English-language Arts Content Standards

Kindergarten: Spelling

1.2 Spell independently by using pre-phonetic knowledge, sounds of the alphabet, and knowledge of letter names.

Eleventh and Twelfth Grade: Written and Oral English Language Convention

1.2 Produce legible work that shows accurate spelling and correct punctuation and capitalization.

Knowledge of spelling patterns and strategies help students in all subject areas because it is closely tied to both reading and writing. It is a very important skill for all students to have, but as you can see in the kindergarten standard for spelling the standards are written for the mainstream hearing population. Deaf students do not rely on knowing the sounds of the alphabet to spell. More commonly deaf and hard of

hearing students pick up on frequently appearing letter sequences and movements that go along with words, such as the suffix –ion or the prefix ex- (Padden, 2006). Because many of the standards are written for hearing students deaf educators must have ways to modify their curriculum to make it accessible for deaf students. Many educators make the mistake of skipping over this important skill, assuming that inability to access the phonological information auditorially is a barrier to learning spelling (Trezek & Malmgren, 2005). It is very important that educators maintain high expectations for meet all the standards in deaf classrooms. It is possible with modified curriculum to make this information accessible to deaf students.

The curriculum is needed to help maintain high expectations of deaf students and provide them with creative strategies for learning spelling and understanding the connection between the English word wall and the ASL wall. As the students build their ASL vocabulary and add to the ASL wall they will then have the necessary background information to know how to put the meaning into English words and add to the English word wall.

IV. Review of Existing Curricula and Relevant Research

In my research, I have not identified any other research or curriculum that focuses on spelling development with this specific technique. My strategy is unique because I am using visual methods to teach spelling. I am also using pre-existing word walls to enhance and support the lessons. Majority of the spelling curriculum focuses on the use of phonics or, specifically, patterns of spelling words. Existing curriculum requires that one hear sound to fully participate in the lesson. Students use their ability to hear to identify single consonants, consonant blends and chunk digraphs to create new words.

Through my own observation in schools the district spelling curriculums focused on phonics based spelling techniques. For example, when patterns are taught the teacher discusses the difference between "hard c" (as in *cat*) and "soft c" (as in *cell*). The teacher will collect many words containing the letter "c," and the students discover that "c" is usually hard when followed by consonants (as in *clue* and *crayon*) and the vowels "a," "o," and "u" (as in *cat*, *cot*, and *cut*). In contrast, "c" is usually soft when followed by "i," "e," and "y" (as in *circus*, *celery*, and *cycle*). These lessons require that students use their ability to hear the hard and soft "c" sound, which is not appropriate for most deaf students.

Many classrooms use English word walls. A classroom may have one main word wall and/or 2 or 3 smaller word walls, each with a different focus. The main word wall typically occupies one large wall in the classroom. The words build up on the wall by a few new words each week throughout the school year. Words on the wall are written large with a black marker on colored construction paper. They are cut out

around the shape of the letters. The words on the wall need to be low enough so that it is reachable for the students. They should be able to walk right up to the word wall, and they should be able to see all the words clearly. Students' names can be added to the wall and any other words that come up in the day.

There are numerous interactive activities that have been developed to build and maintain student interaction with the word wall. Educators can easily find these activities by searching Google. The different supporting websites incorporate full lesson plan ideas for each day of the week that includes singing, chanting, rhyming, and choral reading. These activities seem to be very successful in a general education classroom, but would not be appropriate when teaching deaf and hard of hearing. I also searched on ERIC and JSTOR to find that there have been a few articles written on word walls and the benefits they have for supporting literacy. These research projects are all done with hearing students and do not address the needs of different populations. A deaf educator needs to modify these lesson ideas to incorporate ASL and make the content visually accessible.

When I searched for ideas related to the ASL wall I did not find the same expansive list of activities. I search Google, ERIC and JSTOR for research or curriculum related to ASL walls and I found nothing. There has been no research completed on the affects of using a word wall with ASL handshapes in a deaf and hard of hearing classroom. It seems that my idea for connecting the two word walls by use of a fingerspelled story is a new idea.

One research paper has been written specifically on the use of the ASL wall. Sara Martin (2000) researched and designed her thesis for the purpose of providing

teachers with a resource to begin incorporating more ASL fluency in the classroom. She presented research findings to support the meta-linguistic awareness process of ASL and argues that this will transfer to students' ability to become more fluent in a second language or bilingual. In this projects the students create an ASL wall by categorizing the structures of ASL (handshape, location of sign production on the body, and movement of the sign). The whole curriculum design is based on building the ASL wall and having students interact with the wall to better understand the structures of ASL as a language.

My project idea is related to Martin's thesis because I too am using the ASL wall and designing activities to foster interaction with it. I am also designing my curriculum to increase meta-linguistic awareness related to ASL, but my project goes beyond the ASL wall. My project is different because I am using the ASL as one of my many tools in the curriculum design. An ASL wall should be established in the classroom prior to starting my lesson plans.

In the plans that I have developed, students are learning how to bridge and relate the English word wall and the ASL wall in their classroom. Students are expected to memorize new vocabulary each year they are in school starting in kindergarten. My project is designed to modify the normal spelling curriculum, which involves mostly phonics-based activities, and establish visual and creative ways for students to learn new vocabulary. Students are interacting with both the ASL wall and the English word wall to create fingerspelling stories that tell about the meaning of the wall. For example, if the spelling word is golf the students would act out the movements of hitting a golf ball using the ASL alphabet G-O-L-F.

I think that Martin's thesis project and my own are the beginning of curriculum designs that will help deaf students become more involved in language structures of both English and ASL. These ideas offer new teaching strategies that modify mainstream curriculum for deaf students and incorporate many of the successful teaching theories. It is important for teachers to have ideas for modifications of subjects they may assume do not apply to deaf students.

V. Learning Theories

There are many learning theories that apply to making a bilingual deaf education classroom successful. I will focus on four theories that are most directly related to my research and curriculum design, comprehensible input, meta-linguistic awareness, cooperative learning and language transfer.

Comprehensible input provides students a connection with their background knowledge and instruction in their most accessible language. By using ASL and other visual models of the information the students are provided with information they can access and begin to comprehend. This technique helps the students break down language barriers and allow them to examine their work more closely.

During the project, the teacher provided many different visual forms of information to help the students understand the vocabulary. Students had access to a variety of books, internet resources, and other people's personal experiences or background knowledge to better understand and relate to the vocabulary. All of these resources help to make the information more comprehensible for the students.

Meta-linguistic awareness can be defined as the process of thinking about and reflecting on the nature and functions of language (Pratt & Grieve, 1984). This also includes knowledge about the demands of different language and literacy events and beliefs about oneself and others as language users (Rowe & Harste, 1986). Through the meta-linguistic process students become conscious observers of language and can reflect upon their own use of language.

In the curriculum, students are given the opportunity to think about and reflect on their language acquisition. Students are asked to video tape themselves and have the

option of self-editing the recording until they are happy with the production.

Throughout the process of creating the fingerspelled story and videotaping it the students begin to see themselves as language users and are made aware of their process.

Cooperative learning is a teaching strategy in which small heterogeneous groups use a variety of interactive learning activities to improve their understanding of a subject. Each member of a team is responsible not only for learning what is taught but also for helping teammates learn, thus creating an atmosphere of achievement. Students work through the assignment until all group members successfully understand and complete it.

In my curriculum, students are paired up by matching students of varying academic levels and providing them with the same goal of creating a fingerspelling story. Each member of a team is responsible for their own story and helping the other person come up with ideas. Students help each other formulate ideas for the stories and then when they both have their story created they can video tape themselves performing it. Based on Krashen's (1981) view of affective filter, this type of learning environment increases students' motivation, self-confidence and lowers their anxiety. With this combination students are better equipped to succeed in second language acquisition.

Second language acquisition is largely dependent on the level of competency in the first language. Cummins' (1989) interdependence theory states that a person's general language and literacy skills will aid the development of a second language. As the students acquire a thorough understanding in their first language of each vocabulary word, and use the first language to create a story, they will be able to use the knowledge

gained to transfer it vocabulary to written English. Each of these theories are incorporated into the goals of the curriculum.

VI. Evaluation Plan

I created an evaluation plan that was implemented throughout the curriculum in order to evaluate the student achievement and development toward the goals of each lesson. My evaluation plan included four different methods for collecting data; field notes, collection of artifacts, rubrics and tests. These methods of evaluation served as holistic and comprehensive feedback on student growth. The evaluation plan was intended to determine the effectiveness of my curriculum, which included both the lesson goals and the main curriculum goals.

The first method was recording field notes from direct classroom observations and student interactions. I documented the field notes by recording my daily observations on the backside of the lesson plan. There were several things that I recorded on each entry including, date, each student name that was involved, whether the observation was social or academic in nature, a detailed description of the interaction and what kind of field note was being recorded (Methodological, Field, Theoretical, Personal or Other). I developed another category for the type of field note recorded so that I could account for notes written about students' personal problems that may have had an effect on their classroom performance or diagram drawings of the classroom set up. Everything that was significant to the lesson or my students' performance was recorded on a daily basis.

Field notes were written during lessons as well as at the end. These notes were reviewed daily and information was added continuously through out the day as needed. All of the field notes were organized in a binder a long with the lesson plans to maintain order.

The second method of evaluation used was collecting student and teacher artifacts. The artifacts included student work samples from individual and group projects, student and teacher surveys, teacher rubrics, teacher/student created posters, and teacher artifacts used during lessons. Individual student folders were created to organize and manage the student work artifacts. For group or partner artifacts where two or more students collaborated on the work for one worksheet the papers were photocopied and the each student file received a copy. Original artifacts and work samples were kept whenever possible. For other artifacts that could not be filed, due to size or other reason, photographs or video was taken and notes were made in the student files accordingly. Incomplete work samples were also collected to show the growth and progress of student work over time. The teacher and student artifacts were collected to help demonstrate student strengths and the work relationship to the overall success (or lack of success) of each lesson.

The third type of method used for evaluation of the curriculum was collecting rubrics, checklists, and surveys both teacher and student generated. These scales were used to determine self-perception, attitude toward a particular activity, completion of assignments, and teacher perceptions of student performance. Some of these rating scales were based on a yes/no format while others required a 1-3 rating of performance. Also, included were checklists for the teacher or students to indicate completion of a task. Many of these were used to gauge student feelings and attitudes towards the lesson or activities. This contributed to determining the success or need for change for any given lesson.

Lastly, pre-tests and post-tests were used to determine progress and understanding of the vocabulary. These tests were given individually to students at the beginning and at the end of the curriculum to denote any change or progress made.

The reason for using several different methods of data collection was that these methods support each other and create a holistic view of the students and provide teachers comprehensive feedback on students' academic growth. The triangulation of data sets ensured that there was reliable support for any trends observed and it ensured that all student progress was recorded and determined.

VII. The Curriculum Implementation

Field Notes	<u>Student Names</u>
Monday 3/17/2008	DC
Lesson 1.1	CB
	LC
	EZ

I asked the students to spell my name and the whole class was silent. Then, I projected my picture on the front board and asked, “Who is this?”. All at once, the students said “you, you, you!”. I asked them to clarify, “Who? Who am I?”. They all used my sign name and pointed at me. I told them they were correct and then asked them to spell my name. “Yes, this picture is of me, Sicily, but can you tell me how to spell Sicily?”.

The students raised their hands and told me some of the letters they thought where in my name. Many of them where close and had several of the correct letters, but none of them knew it perfectly. DC could tell me the first two letters, Si. LC could tell me the last letter, y. CB guessed c and l. When the students did not know the spelling I put lines on the board and filled in some of the letters that they had guessed correctly (like the traditional spelling game called “Hangman”). This helped them to see how many letters there where total and they started to see the order of my name. In less than one minute all of the letters where filled in and the students where practicing the spelling of my name.

I posted the spelling chart and asked the students to take turns reading aloud the column titles for me. The students read all of the titles without assistance except for the word fingerspelling. I gave the students a clue, I signed my name and then fingerspelled

it and asked them to tell me what I had just done. When the students told me I signed my name, I pointed to the column on the chart that had the word title ASL sign.

I fingerspelled my name again and the students said that I fingerspelled it. Then I pointed to the fingerspelling title and asked them again what they thought it meant. EZ responded, fingerspelling. We reviewed all of the column titles again as a group.

I held up a picture card of a cat and the whole group signed CAT. I asked the group to fingerspell the word and they all did so correctly. I asked the class to tell me where I should put the picture card on the chart. I placed it under the fingerspelling title and asked if that was correct. They all responded no. They told me picture and pointed at the picture column on the chart. I told them they were correct because this is a picture and all of the pictures will go in this column. Then, I held up the card that had a picture of a person signing the word cat and asked one student to tell me where they thought this card should go on the chart. The student came to the front and placed the card in the ASL sign column. I asked him why he did not place it in the fingerspelling column. The student explained that this card was showing a sign, not fingerspelling and therefore belonged in the sign column. The student pointed to the sign on the chart while explaining this for the class.

Next, I showed the class the fingerspelling card (C-A-T) and I placed it under the English column on the four-column chart (Appendix B). Three of the students told me no that was wrong. They told me that the card was not English. I asked them why not and they explained to me that English words do not have all capital letters and dashes in between the letters. I reviewed with the whole group that when we write a word that represents fingerspelling we always use dashes between all the letters and the

letters are capitalized. I held up the English word card to compare the two. I asked for one student to come to the board and place the fingerspelling card in the correct column. I asked another student to come to the board and write the word on the chart under the English column.

I went slowly through three more cards with the whole group and noticed that they did not need my guidance to fill in the chart. The students were able to place the cards in the correct column and knew the English spelling for the words without my assistance. I decided to pass out the remainder of the cards randomly to the students and have them go to the chart one at a time and put them up. One student had all of the fingerspelling cards so I asked that she hold up a card one at a time and if they other students had a card that matched that they could go to the board and place it on the chart. The student who did not have a matching card was able to write the word in English. The students did not need any help and they organized the chart perfectly.

Then, I went through the whole chart with the group and everyone signed and fingerspelled each word on the chart. The students moved through the chart without hesitation and completed each word accurately. One time for each student, I picked a random word from the list and either fingerspelled it or signed it and asked them to tell me the other. All of the students completed the task and got the answer correct.

Then I passed out the worksheet and gave directions for the activity. While I was giving directions, the students were focused on the worksheet and did not fully understand my directions. I waited for them to finish writing their names and looking at the pictures on the sheet and I explained the directions a second time. I told them that I was going to give them an example. I told them the example was not on their paper. I

used the word fish for practice. I gave them my example/practice and they all looked down to their paper to try and find it there. I explained again that this word was not on their paper, that I was giving an example to help them understand the directions. When that was not successful I told them to forget the example and that I would start with number one on their paper, cat. At this point, most of the students were able to circle the correct answer. One student, who has vision problems, was not circling the correct answer and I felt that she was capable of doing this assignment correctly. I stopped and explained the directions one more time one-on-one with her and she was able to self-correct and move forward.

I asked all the students to fingerspell and sign their name for me. LC and EZ had completed the task without hesitation. DC and CB gave me their sign name but needed prompting for the fingerspelling of their name. When I said fingerspell your name please, they did so correctly.

Field Notes	<u>Student Names</u>
Wednesday 3/19/2008	CB
Lesson 1.2	LC
	JL

One of the students explained what we had done during the previous lesson for the whole group. CB showed JL, who had been absent during the previous lesson, the chart and explained how the students constructed it. Another student, LC, read all the titles aloud and discussed the different columns. Unprompted, LC was able to explain the difference between the English column and the fingerspelling column to the class. She said that the fingerspelled words must be capitalized and have dashes between each letter and the English words are lower case without any dashes between the letters. JL added that if the English word is at the beginning of a sentence, the word I, or the name of something then you would capitalize only the first letter of the word.

I asked the class if they think it is important to learn spelling. They all responded yes. I asked JL why he thought it was important and he said because we need to know how to spell words when we are writing stories. I asked the group if they ever use spelling when they sign (ASL). They all told me no. I projected a two-column chart on the front board, which said spelling for English and spelling for ASL. I told the group that they are ways that we use spelling in both English and ASL and that learning spelling is very important for both languages. I wrote on the chart under English, writing. I told the students that I was going to show them how spelling is important for ASL too.

Then, I projected a picture of a Coca-Cola can on the front board and asked the students to tell me what this is. They all responded with soda pop. I discussed with them

that soda pop is a general name for many different drinks. Soda pop can mean 7-Up, Pepsi, Rootbeer or many other fizzy drinks. I asked the class, how would I tell a restaurant that I want this specific drink? The students did not respond. I told them to imagine themselves walking into a restaurant to order a drink. I asked the students again to tell me the name of this drink and they said soda pop. I asked them if the person gave you a 7-Up would you be happy? They all told me no. I explained that this drink is called Coke. Coke is the specific name of the drink and I would need to tell the restaurant the specific name to get what I want.

Next, I showed the students a picture of Hannah Montana (a children's show celebrity). I asked the students to tell me whom the picture was of. They could describe the show she is on and what she does, but did not know her name. I wrote her name of the board and they all fingerspelled it. I explained that it is important to know the spelling of her name because there are many girls on TV. When we are talking about a specific person we need to spell their name otherwise we are being too general. I showed the group a Nike logo and asked them if they knew what this company made. None of the students recognized the logo. I told them the Nike makes shoes and clothes. I asked the students to look at their shoes tell me the company name. The students laughed as they took off one shoe to look for the company's name.

Last, I talked with them about the sign yes. One of the students in the group often signs Y-E-S! when she is excited about something. I used this as another example of a time when we may use spelling while signing. I wrote the word, yes, on the chart and the students told me to add an exclamation point.

Then, I asked them to give me more examples of when or how we use spelling in English. They told me that they use it in reading as well when they come across a word they do not know or that does not have a sign in ASL they must spell it. JL added that places, such as Six-Flags are always fingerspelled. Also, peoples' names in books are always fingerspelled.

I told the group that they had done an amazing job coming up with this list and to remember that spelling is very important in both English and in ASL. I explained that spelling is a very important subject because we use it every day in many different situations. We use it to read or write in school, but we also use it outside of school when we go to restaurants or we are talking to friends.

I asked the students to move in closer and I pulled up a seat in the middle of the group to read them a story. I explained that I would be reading a book about a girl who recently moved with her family to a different state. I showed the students the front of the book and then showed them on a large map that the girl moved from New Jersey to Washington State. I asked them do you know where New Jersey is on the map? JL knew where it was and had family there, so he had visited before. I told them that a book was comprised of many letters that the girl wrote to her best friend from home, but I would only be reading one of the letters for them today. CB asked me, are the girls pen pals? I told her yes and pointed out that she had fingerspelled the word pen pal. I asked all the students to pay very close attention while I read the story because there were going to be several words that I would fingerspell and I wanted them to remember them all. I told them that when the story is finished that I would call on them to tell me which fingerspelled words they remembered.

I introduced the title and author of the story. I read the pen pal letter to the students. As soon as I fingerspelled the first word they all raised their hands in the air. I reminded them they we would all be sharing the words at the end. I told them it was great that they had noticed a fingerspelled word and to remember it for the end. When I was done, I called on the students individually to tell me a word that was fingerspelled. The students remembered the city name, the name of the mountain, and the pets' names. The words that they did not volunteer were the month, zoo, or any peoples' names. I pointed out the words that they missed and we discussed that we always fingerspell names of the month and peoples' names.

I redirected their attention to the spelling chart and talked with them about how some English words may not have an ASL sign, such as the word zoo from the story. If zoo were one of the spelling words of the week what would we put in the sign column? They told me it would be blank. I emphasized again that many times we use spelling in ASL and that it is important for us all to learn and know how to spell words.

I explained the directions for the word matching worksheet to the group and told them that they would be taking it home for homework because we ran out of time. I asked them what differences would I see between the English column and the ASL column? I asked, would I see the English words with dashes between each letter? LC told me that only the ASL would have dashes. JL told me that the ASL would also have all capital letters and the English would not. The students completed the assignment for homework and turned it in the next day.

Field Notes	<u>Student Names</u>
Monday 3/24/2008	JL
Lesson 1.3	CB
	LC
	EZ

I posted the list of reasons why spelling could be important for both English and ASL again on the board. I asked the students to independently review the list they had created during the previous lesson. Then, I went around the room and gave each student a chance to discuss one reason. When I called on the students, they all gave me examples of ways we use spelling in ASL. LC shared about needing to use spelling to order specific food in a restaurant. She used the soda pop example and told the class that the sign SODA POP is general and if you order that you could be given any kind of soda. She explained further emphasizing that you must fingerspell C-O-K-E or R-O-O-T-B-E-E-R to ensure that you will get the exact drink that you want.

After this discussion I prompted the students to tell me a few examples of when we use spelling in English. All of their hands went in the air and they talked about how the use spelling when the write stories or letters.

I asked the students to tell me how they used to learn their new spelling words. EZ told me that on Monday they would get a new list from the spelling book and she would take it home to practice for homework and then Friday was the test. CB added that when she is at home her dad helps her to study the words. She writes them down as her dad signs the words. I told the class that that system for spelling is how their teacher (AM) taught spelling and now that I am teaching it would be a little bit different. I was not going to send the list home on Monday. I explained that we were not going to be using their regular spelling book and that we would be working on fun creative spelling

stories that I would video tape and review in class. The students smiled when I announced that they would be video taped.

I told the students that I wanted to introduce another way that spelling can be used in ASL storytelling to help us learn new vocabulary. I told them that we were going to be using the words from our spelling chart to create stories. I explained that these stories were going to help them learn the spelling words. JL raised his hand and told me that he already knew all of these words. He told me that the list was easy and he did not need to practice these any more. I explained to the class that I chose simple words that they had learned previously on purpose because I want them to first become comfortable with the new ASL fingerspelling story style and then I next time I will give them new and harder words. I asked if anyone had any further questions about that, there was no response. I asked if they were ready to learn the new story style and they all told me yes. CB asked if I was going to video tape them today. I told the class that we needed to create and practice the stories first and then next week they would be taped.

I pointed to the word cat on the board and I asked the class to fingerspell it together. They all fingerspelled it correctly. Then, I asked the student to tell me about how a cat acts. EZ told me that her cat hides under the bed and claws at you when you walk by. CB told me that her cat likes to play outside all day and then comes into the house at dinnertime. I asked them if they see their cats sleeping a lot and if they ever give their cat a bath. I asked them to tell me about how their cat gets clean if they do not give it a bath. After getting a clear picture of how cats act I told them I wanted to show them a fingerspelling story I created for the word cat. I did the story and they all smiled.

I told them that they were going to need to be creative and think of fingerspelling stories like that for several of the words on the chart.

I put in a fingerspelling story DVD that I had previously made with a different group of students. I told the class that I was going to show them more samples of what the stories look like. When I started the DVD they all wanted to know whom the students were. They asked what are their names, how old are they, where do they live and more. I told them we could discuss that at another time, but for now I wanted them to focus on the stories and try to figure out what words the kids were signing. After each story, I stopped the film and asked one student to tell me the word that was signed. On a few occasions the students asked me to rewind the film and play it again to figure out the word. When the students figured out the word on the film they did not wait to be called on to announce the answer, they shouted out.

After watching the DVD, I directed the students attention back to the spelling chart and told them that they were going to have the opportunity to create stories for a few of the spelling words. I told them that I would be randomly assigning them four different words. I asked for a volunteer to tell me some ideas for the word girl. The students raised their hands and gave many different ideas for how to create a sign story for the word girl. Then, I asked for ideas for the word read. Again all of their hands were up in the air and they all had many ideas of how to create a story of the word. EZ said I have an idea for the word fish. I asked that the class that they hold all of their great ideas for their own stories.

I explained to the students that I would be assigning partners and then handing out two cards with different words on them. They were to read the card and then turn it

over and draw a matching picture on the back. I told them that they could use the chart to help them figure out what to draw. I emphasized that they were to work together to create fingerspelling stories for all four words together. I assigned partners by pulling names out of a cup and then handed out two index cards to each student with different words on them. I looked around the room and many of the students were creating their stories and had not drawn a picture on the back of their card. I went up to each pair individually and asked them to first draw their picture on the card so that I could see that they clearly understood the meaning of the word. LC asked me they could use colored pencils. I explained that coloring the picture would not be necessary. I told them all to draw a simple sketch picture, nothing elaborate.

The students were out of their seats practicing their stories. The students were laughing and offering each other many ideas for the different words. All of the students were finished within seven minutes. I asked the students to volunteer to come up to the front of the class and share the stories that they created. After the student shared their story the others guessed what their word was. All of the students wanted a turn to present their stories. I checked off my list and made observation notes while they presented. As I was writing my notes the students asked me what I was writing down. I told them I was recording notes to help me remember which words they made stories for.

When everyone was done presenting, I asked them to share which word they thought was really hard to create a story for and which was easier. JL told me both of his words were easy. LC told me that house was hard because it had more letters than the other words. I told them that I wanted them to go home and share these stories with

their mom or dad. I showed them the evaluation sheet and explained what they needed to do. I asked the students if they had any questions on this homework assignment, there was no response. I asked JL to repeat my directions to make sure that everyone knew what they were supposed to do. JL said that you needed to go home that night and share your story with your mom or dad and then have them circle yes or no in the different boxes. That was correct.

Field Notes	<u>Student Names</u>
Wednesday 3/26/2008	JL DC CB EZ LC
Lesson 1.4	

As the students came into the room this morning, I asked them to hand me their self-evaluation form. EZ looked at me blank and told me that she never got the handout yesterday for homework. Then, DC came into the room and told me that his mom did not understand the homework so he was unable to finish it. When everyone arrived I explained to the group that if for some reason they were unable to complete the homework that I would email their parents to clarify the assignment and they could bring it in to me the next day. I asked LC, who had completed the assignment, to explain what she did for homework. She told the students that when she went home to shared with her mom the two stories that she created. When the stories were done, her mom circled that she did not understand them, they were spelled correctly and the LC had fun. She showed the group her self-evaluation sheet.

I told the students that we were going to need to review what we had learned last time because some of the students had missed the previous lesson. JL asked if they could watch the video again to show those who had missed it what the stories were like. I agreed that that would be a good idea. The students were able to see all of the words this time. After the video, I asked for one volunteer to show the group the story they had created from our spelling list. EZ came to the front and presented her moon story.

Then, I focused the students' attention to the front board where I projected up a scrambled word (TCA). I told them that today we were going to be unscrambling all the spelling words. I asked them to tell me what this spelled. The whole group told me that

is was wrong. I rearranged it (ATC) and they all told me it was wrong again. At this point the whole class it fingerspelling C-A-T for me. I put it in the correct order and asked them to show me thumbs up if they thought it was spelled correctly. The whole group showed me thumbs up. Then, I asked the whole group to chain the word together (sign-spell-sign).

I placed the letters hifs on the projector and asked the students to show me thumbs up or down. They whole class showed me thumbs down. I rearranged it incorrectly again and the students without prompting showed me thumbs down again. I asked for a volunteer to come to the front and arrange it in the correct order. EZ came to the front and put the letters in the correct order. The whole class responded with thumbs up. I asked everyone to chain this word as well. The students went through all of the words in this same manor; they took turns putting the words in the correct order for me and chained (sign-spell-sign) after each one.

I told the students that they would be taking a similar activity home for homework that night. I showed them the worksheet and envelop of letters that I had prepared for each one of them. I explained that I wanted them to find the letters for each word and glue them down to the paper. I told them that there should be enough letters in the envelop for all of the words, so they needed to be careful not to loose them. I gave them about seven minutes in class to get started so that I could make sure that they understood the directions. At this time I recorded notes on their progress and understanding of the words.

Field Notes	<u>Student Names</u>
Thursday 3/27/2008	JL EZ
Homework assignment	CB DC
	LC

Today I gave the students an extra practice homework assignment for their list of words to help them prepare for their final assessment on Friday. During homeroom, I handed out a story and explained to the class that they needed to read the story and find all of the spelling words. When they saw a spelling word they were to circle it and write it on the lines below. I asked if they had any questions, there was no response. I asked EZ to explain to the class what she should do if she sees the word run in the story. She told the students that she would circle the word run and then write run on the line at the bottom of the paper. I told them they needed to bring it back tomorrow.

Field Notes	<u>Student Names</u>	
Friday 3/28/2008	JL	EZ
	CB	DC
Unit 1 Final Assessment	LC	

I showed the students the cover of the book that we had read about the girl that moved from New Jersey to Washington State. I asked the students to remind me what kind of letter the girl was writing. CB told me that it was a pen pal letter she was writing to her friend from New Jersey. I asked the students to tell me what kind of information Katie wrote about in her letter.

I told the students that there are many different kinds of letters that we could write. I wrote pen pal on the board and explained that a pen pal letter is a kind that you write back and forth. With a pen pal you write many letters to that person and they write back. I explained further that most times you write a letter and the person does not write you back. I asked if anyone had ever written a thank you letter. JL and EZ raised their hands. I asked them to tell the class about whom they wrote to and what they thanked them for. They shared about writing thank you letters for gifts they have gotten from friends and family. I asked them if the person whom they wrote to wrote back, they both told me no. I stated again that pen pal letters are letters that we write with friends back and forth. EZ shared that she had written a pen pal letter before that she had to wait two months for her friend to respond.

I wrote on the board friendly letter, business letter, thank you letter, and complaint letter. I read these aloud and explained each type of letter. I asked the students which kind they think a pen pal letter is. LC raised her hand and told me a thank you letter. I asked the class about Katie's letter, was she thanking her friend for

something? They all agreed that Katie had not written a thank you letter. EZ raised her hand and suggested a friendly letter. I said that is correct, a pen pal letter is a type of friendly letter that you write back and forth with a friend or family member. In these types of letters we discuss what we have been doing or talk about things that you like.

I projected on the front board a friendly letter that I wrote to my friend Hayley. I read my letter to the students. I asked the students if they saw any of our spelling words in my letter. They started to shout out some of the words. I called on the students who raised their hands. As the students told me which words they saw I circled them on the board.

I told the class that the assignment for today was going to be that they pick a person, anyone they wanted, to write a friendly letter to. I explained that the letter was going to be made up, not a real story. They needed to pretend that they just got a new pet at home and they want to tell their friend/relative about it. I told them they needed to use as many of the spelling words as they could, therefore they could not pick any animal they wanted. Their new animal needed to be a cat, dog or fish. JL told me that he only wanted to write about a lizard. I explained again that he needed to use the spelling words for this letter and lizard was not one of our words this week. I told him that I would be happy to help him write a different letter during morning meeting if he wanted and it could be all about lizards, but this one needed to be about one of the animals on the spelling list.

I told the class that I had taken down the spelling chart because this was a test to see if they could remember the spelling of all the words on their own. I told them that I would help them spell other words that they needed help with, but that they could not

have help on any of the spelling words. To help them remember all of the words, I attached a sheet of paper with pictures of all the words for them to use as a checklist to make sure they did not forget any.

I asked the students if they think they should copy my letter. They all shook their heads and told me no. I informed them that they were correct and restated that they should not copy my sentences or the ideas from my letter. I put up on the board a few guiding questions and read them aloud. I told the class that if they cannot think of any ideas to write about they could follow these. They did not have to follow these questions, but they were there for additional help.

Then, on the front board I put my letter back up and explained how we were going to grade their papers together. Their grade is based on how many spelling words they were able to include in their letter. I showed the students a rubric and handed them each one. I read through each level of the rubric and asked the students to look at my letter and determine what grade I would get. The students counted all of the letters and many of them told me eleven spelling words were in my letter. I realized that they were counting repeated words. I stopped and clarified that they could only count each word one time. If they were writing about a fish, like I had, the word fish would count as one word even if you used that word several times in your letter. I had them recount the words in me letter and they came up with seven spelling words that I have incorporated into my letter. I asked them all to look down on their rubric and tell me which grade I deserved.

The students all raised their hands and told me it was a three. I took down my letter and projected up the rubric. On the rubric I underlined the portion that says *uses*

more than 7 spelling words, I asked for a volunteer to read it to the class. JL raised his hand and read it correctly for the class. I repeated what he said, more than seven. I asked the students, did I have more than seven or exactly seven? They all responded that I had exactly seven. I asked them to look again and tell me what grade I deserved. They all responded with two. That was correct and I circled it on the rubric that I had projected on the board. I told them not to write on the rubric I had given them because they were going to use it for their own letter. I explained that when they were finished writing a letter with as many words as possible that they would circle which grade they thought they deserved.

I wrote on the board a number line one through ten and colored three parts of the line three different colors. From one to four I colored it blue and wrote the number one on top with a circle around it. From five to seven I colored it red and wrote the number two on top with a circle around it. From eight to ten I colored it blue and wrote the number three on top with a circle around it. I asked the students to tell me what number they would get if they had four words in their letter. DC told me they would get a one. I asked the students to tell me what number they would get if they wrote eight words in their letter. CB told me they would get a three. As the students responded I pointed to the number line on the board to demonstrate the connection between how many words they used in their letter and which number they circled on their rubric.

I handed out all the materials (pencils, paper, and word picture list). I put the guiding questions back on the board. I allowed the students to get started and I walked around the room to make sure they were on task and understood the directions. JL asked

me if they could write to a student who is in a different class. I said that would be fine, they could pick anyone they wanted.

Many of the students were strictly following the guiding questions and not looking at the word picture list. I got the students attention again and reminded them that they needed to look at the word picture list to help them remember all the spelling words they needed to incorporate. I suggested that as they use a word in their letter that they should cross it off their list so they could easily see what words they have used.

The students flipped their papers to the pictures and put an X through the words they had used. I went around to the students and told them, “good job”. I pointed to a word that they had not yet used and encouraged them to come up with a sentence that incorporated that word. While I was working with EZ, JL raised his hand and told me he was finished. I asked him how many words he had written in his letter. He told me four and raised his paper to show me that he had circled the number one column on the rubric. I said, “Don’t you want to add more words to get a better score?”. He told me no and that he was done.

I realized that the students had never used a rubric for grading before and did not seem to understand that the higher number on the rubric they used was a better grade. I stopped the class and put the rubric on the projector again. I admitted to the class that I had not explained the rubric well enough and I told them that I wanted to clarify some things. I asked the students what grade they wanted me to give them for their letters. I asked them if they wanted an A, B, or C. I had them raised their hands to show me which they wanted and all the students raised their hand for an A. I asked CB to tell me why everyone wanted an A. She said that an A means you have done a good job. I

repeated what she said for the group and told them that I too wanted them all to get an A.

I explained that a number three and the word “above average” meant the same thing as A. I told them that if they incorporated more than seven words into their letter they would get an A for this assignment. I wrote on the rubric, A next to the number three, a B next to the number two and a C next to the number one. I left this on the projector while the students finished working on their letters.

The students returned to working on their letters. Now the students were looking closely at their picture list. EZ looked up at me and she told me that she wanted to use all the letters and get an A. JL erased a few sentences and rewrote them to incorporate more spelling words. He raised his hand and told me he was done. He had erased the circle around the number one on the rubric and circled the number two. JL told me that a number two for him was fine and that he had nothing else he wanted to add (see Appendix B for the student sample). I asked the students to read silently if they finished early.

Field Notes	<u>Student Names</u>
Monday 3/31/2008	DC JL CB EZ LC
Lesson 2.1	

I started the lesson by reminding the students of the fingerspelling story video that they had seen before. I asked the students to show me a few that they could remember. DC raised his hand and signed the cat story for the class. Then, LC signed the run story for the class. I told the class that they would be creating new fingerspelling story like those they saw on the video. I explained that I was going to give them a new list of spelling words today and that this week they would be practicing stories for these new words. CB asked if they were going to be taped and I told the class that I would be taping them later in the week when they were well rehearsed.

I told the class that I was going to give them a pre-test on the spelling words to see how many they already know. I asked them to all move their desks so that they were ready to take a test. I handed out lined paper and told them to write their name and the date at the top and then number the paper from one to ten. I explained that these should all be new words for them, so they are not supposed to know them. CB asked me if she should leave the line blank if she does not know the word. I told them all that they could guess the spelling and if they did not want to guess they could leave it blank.

I signed each word and then gave the word in a sentence for the students. If the students wanted, I would sign it again. When I was on number nine, LC raised her hand and told me that on her paper it was number eight. I told her she must have missed one of the words that I signed. I asked the class to wait one minute and I went back through the list until we found which word she had skipped over. When the students finished,

they turned their paper over so I knew that they were done. Then, I collected all of the pre-spelling tests.

When everyone was done, I announced to the class that we were going to discuss feedback. I wrote the word feedback on the board and asked the students to tell me what they thought the word meant. No one raised his or her hand. I asked them to tell me what they do when they finish writing a paper in class and before they hand it in to the teacher. JL raised his hand and told me that he gives it to a friend to read. I asked him to tell me further what the friend does; he told me that the friend helps with spelling or punctuation. I told the class that the help is called feedback. I should the class the sign for feedback and had them all sign it together.

I explained the concept of feedback again and asked the students if they liked when their partner told them that their paper is wrong or bad. They all responded no. I asked them why not. EZ told me that it is not nice. I added that it is not only, not nice, but it is also not helpful. Feedback is supposed to be helpful and improve the partner's work. I told the students that we were going to watch the student fingerspelling video again and they were going to practice giving helpful feedback.

I started the DVD and modeled helpful feedback for the first video. I asked the students to tell me which way is helpful feedback. First I signed, "That is wrong" and "I don't like that video". Second I signed, "The signer needed more facial expression". I asked the students to show me a number one or two with their fingers for which one they thought was helpful feedback. The entire group showed two fingers in the air. The next video I showed and asked for a student to provide some helpful feedback. DC raised his hand and told me that the signing was not clear and that the person needed to

raise their hands so that we could see the signs better. I told him that was very helpful feedback he provided. I asked that they give one positive comment and one helpful feedback comment for each video. The class went through a few more of the recordings. Then, I reviewed all of the helpful feedback comments we had discussed and wrote them on a poster paper.

I told the students again that they would be creating new fingerspelling stories for a new list of words. I explained that they would be working in pairs to practice and then I would film them doing the stories. I told them that they would have the opportunity to review their video after it was finished and they would need to give themselves helpful feedback (see Appendix B for sample). I told them that they would only give feedback on their own video, not anyone else's.

I posted the new four-column chart at the front of the room and the students pushed their desks close. I went through each picture card one at a time and talked to the students about the meaning of each word. After each picture card I showed the corresponding fingerspelling card and asked the whole group to fingerspell and then sign the word for me. Then, I showed them the corresponding sign card and asked one student to come to the board to write the word on the chart. When I held up the picture card for cookie, the picture was of two chocolate chip cookies. JL raised his hand and spelled C-O-O-K-I-E-S for me. When I held up the fingerspelling card for that sign, JL told me "No, that is wrong. It is spelled C-O-O-K-I-E-S, there are two of them so you must add an S". I had paid no attention to the fact that my picture had two cookies and the word was singular. I asked JL to do me a favor and add an S to the fingerspelling card and also write it for me on the chart in the plural form.

The students completed the chart and then I handed out index cards randomly with the new words on them. Each student received two cards with different words on them and was asked to draw a picture of the meaning of the word. I told them they were allowed to use the chart if they needed it but I did not want to see the copying the picture exactly. LC asked me if she could use colored pencils or markers for the drawing. I told the students that this is the same as last time; they did not need to create a fancy drawing.

When they finished their drawing, I collected all of the cards and asked the students to remind me what they would be doing next time. EZ told me they would be filming their stories. I asked for someone to tell me what they would be doing before the filmed the stories. DC told me they would practice with partners and give feedback. I told the group that they would be practicing their stories with partners, filming their stories, watching their film and then giving feedback on only their own. I emphasized that they would not give feedback on their partner's story only their own.

Field Notes	<u>Student Names</u>
Wednesday 4/2/2008	DC JL CB EZ LC
Lesson 2.1 continued & 2.2	

I showed the students different fingerspelling cards and asked them to tell me the sign for the word. I went through all ten words and then put up the four-column chart.

I handed out the index cards. I pulled names from a jar to set up partners. DC was last to get pulled from the jar and because there were an uneven number of students, I told him that I would be his partner. I explained to the students that they would need to work together to create fun fingerspelling stories. As I was helping DC with his stories I glanced around the room at the other groups and checked off my list to make sure everyone was on task and understanding the project. I noticed that CB was creating a story, but she was using the incorrect spelling of the word. I went to her and told her to look at her index card again for the correct spelling. She did and made a slight adjustment to her story to correct the spelling.

I told the students that when they finished they needed to fill out a sheet of paper to record what their words were and what words their partner had. Many of the students recorded their two words on the sheet and did not include their partner's word. I walked around the room and told each student that they needed to carefully read the sentences on the paper and write down not only their words, but their partner's words too. They all completed that and handed the paper in.

Same as before, I asked each student to come to the front of the room and show their two stories to the whole class and have them guess their words. When I asked for a

volunteer all of their hands went into the air, so I decided to pull names from the jar again. When the student finished their presentation I asked that they go to the chart and point to their word in English. They all guessed all of the words correctly and were able to find the English on the chart with out hesitation.

I showed the group the self-evaluation sheet and asked for someone to remind me what it is for. EZ raised her hand and told me that they are supposed to take the paper home and give it to their mom and then show their mom the story. I added that they could share their story with anyone in their family and then they needed to fill out each section of the form. I read through each part for them again.

Field Notes	<u>Student Names</u>
Friday 4/4/2008	DC JL CB EZ LC
Lesson 2.3	

I asked the students to tell me a few examples of helpful feedback. CB told me clear signing. EZ told me good facial expressions. DC told me role shifting if you have different characters in the story. I put the poster back on the wall and told them that they would be using this list to write feedback for their video. I asked the students to remind me whom they would be giving feedback to, themselves or each other. LC told me that they were only allowed to provide feedback for their own video not their partner's.

I explained that today would be “filming day” and they would all need to know their stories very well. I asked for thumbs up if they were able to share their stories at home with someone. Three of the students showed me thumbs up. I asked for thumbs up if they wanted five more minutes to practice their stories. All of the students showed me thumbs up. I allowed them to have the same partners as the time before and set a timer for five minutes. For the odd number I asked the aide to work with DC while I double-checked that the equipment was working properly.

After the five minutes, I gathered all of the students' attention and explained that I was only able to tape them one at a time, which meant that they would have to sit and work quietly at their desks. I showed the students the spelling worksheet that they would need to complete. I told them that if they finished the worksheet that they would silent read at their desk and complete a reading log. These two assignments the students were familiar with and had done before.

I called one student at a time to the filming area. LC was first and I told her to go ahead and start her stories. As she started signing I realized that she needed to introduce herself and the words that she was going to tell stories for. I explained to LC that she needed to tell her name and then list the four words she was going to tell stories for. When I started the filming, LC forgot which words she had. I stopped the filming for a moment and asked the teacher's aid to write me a list of all the students names and what words they had. I told LC to start again and as I filmed her I feed her the information she forgot from behind the camera. For each student that I filmed, I first explained how I wanted the introduction and then had them practice it.

I used the list the teacher's aid made for me of all the student's different words and as the students introduced themselves I feed them their list of words from behind the camera. Then, as the students told each story I feed them which word was next so that the order was consistent. I watched the stories very carefully to make sure that they were all spelled correctly. During the filming, some of the students messed up on their stories so they stopped and started again. I told them not to worry because I would be able to cut out any mistakes.

As I was filming the students were in and out of their seats. Many students came to me to ask questions about the seatwork and I told them to please talk with the teacher's aid because I needed to focus on the person I was filming. Many of the students turned around in their chairs to watch the person being filmed. The teacher's aid reminded them several times to focus on their seatwork and that they would get to watch all of the videos later.

When the filming was complete I gathered all of the students' seatwork and explained that I would need to edit the video after school that that they would all be able to watch the video next week. On the projector I put up a feedback form. I explained to the class that this is where they would be writing the feedback. I asked the students "Who are you giving feedback to?" They all pointed at themselves. I told them that they would be able to watch their stories one time and then think of a few positive things to say about it and a few helpful critiques. I pointed to the paper where they would write their comments. The students wrote down comments about their stories such as these "Great job on eye contact with the camera", "Great job on role shifting", "Great job on facial expressions", and "Need improvement on signing clearly" (see Appendix B for student sample).

I reviewed the spelling with the students by randomly signing a word and asking one student to raise their hand and fingerspell it for the class. They all raised their hands for each sign that I gave and they all signed them correctly.

Field Notes	<u>Student Names</u>
Monday 4/7/2008	DC JL CB EZ LC
Lesson 2.3 continued	

I announced to the class that I had made the video and I thought that they had done a wonderful job on their stories. I told them that today they would be watching their stories and have the option of filming again if they thought they needed it. CB asked me if they were going to film again today. I told them if they choose to film again, because they thought they could do a better job, I would film them today. Three of the students said they wanted to film again. I explained that they could film again only if they could improve their stories. I explained that we needed to watch the video first to determine if the stories needed to be improved. I said that it depends on what kind of helpful feedback they write for themselves.

I put the helpful feedback form on the projector and I modeled filling it out. I signed my cat story for the group and then wrote two positive comments and two helpful feedback comments for myself on the form. I modeled thinking about my story and using the helpful feedback poster to guide my comments. I copied from the poster facial expression and body movement. I then looked at my feedback comments and told the class that I think I can improve my story and make the facial expressions and body movement better. I told them that I would sign the story again for them and they could tell me if I improved the story. I signed the cat story for a second time and exaggerated my body movements and facial expressions. I asked the students to show me thumbs up if I improved my story. The whole group showed me thumbs up.

I told them that we would be watching the video and that they needed to be respectful of everyone while watching. I asked if it would be respectful to laugh at someone's story or to tell them their story is wrong. They all shook their heads. I asked JL to tell me why that is not respectful. He explained that laughing and telling someone their story is wrong could make them sad. I told them that after each story the person would need to fill out the feedback form for only their stories. I pointed to the helpful feedback poster and told them that they could use these ideas to fill out their comments like I had done.

EZ turned out the classroom lights and I started the video for the group. Everyone sat and watched the entire film. After each student had completed their four stories I paused the video and handed them a feedback form to fill out. While the first student was filling out her form I started the video again, but she interrupted me and asked me to wait until she was done writing because she did not want to miss the other students' stories. I said that was a good idea and I waited for each student to complete their feedback form before moving on to the next set of stories. The students smiled and laughed as they watched their videos.

It took the students a few minutes each to fill out their feedback form. I prompted them by asking first what they thought was really done well in their video, what was wow. Then, I asked them to look at the helpful feedback poster and think about if there is anything that they need to improve on in their story.

I asked the group to show me thumbs up if they needed to film their stories again. The whole group showed me thumbs up. I went around the room and asked the students to tell me what they were going to improve in their second filming. They all

read me one item from their feedback form. Many of the students told me that they wanted to improve their introduction too. As we finished up the feedback forms, I took the students one at a time to the filming area and had them film their stories again. The other students were to work on the “At School” spelling story and their reading log while waiting for their turn. The second time filming took only a few minutes for each student because I did not have to give as much prompting.

Field Notes	<u>Student Names</u>
Monday 4/14/2008	DC JL CB EZ LC
Unit 2 Final Assessment	

I announced to the class that I had finished editing their second filming and that they would be able to watch them one time through. DC asked if they would be writing feedback again. I told them no, this time was just to watch. I explained that after they watched the video that they would be having a test on the words, so they should pay close attention to the stories. I also asked the students to think about what improvements they saw in their second video. I played the video one time through. The students watched the film and did not interrupt with any questions or comments.

When the film was over I asked the students to arrange their desk for a test and get out a pencil. EZ asked if the test was right now. I told her yes that I would be giving them their spelling test on the ten words we have been practicing. I passed out a piece of lined paper to each student and asked them to put the name, date and number one to ten. I signed each word and put it in a sentence for the students.

As the students were writing the words on their papers, they were signing the stories to themselves. As they signed the stories over again they would write down the letters of the spelling words. All of the students at some point during the test signed some of the stories and then wrote down the spelling word on their paper.

When the test was finished I told the students to look over their words one more time to double check the spelling. When they were confident everything was spelled correctly I would collect their paper.

I asked the students to share which word they thought was the hardest to create a story for and which was the easiest. EZ told me that angry was the hardest word for her to make a story for. LC said that tease was hard to create a story for. I asked for the students who agreed that tease and angry were hard to think of stories for to show me a thumbs up. They all showed thumbs up. CB told me that cowboy was fun to make a story for.

Field Notes	<u>Student Names</u>
Wednesday 4/16/2008	DC JL CB EZ LC
Lesson 3.1	

I asked the group to share with me what their favorite storybook is. I told them that one of my favorite books is “Hop on Pop” because it was the first book that I could read by myself when I was young. I showed them the book “Hop on Pop” and asked them if they had read it before. JL and DC nodded their heads and told me they knew the book. I asked the students to think for a moment about their favorite book and share it with me. I went around and each of them shared their favorite book title and a little bit about the plot of the story.

On the front board I wrote, what we need for a story. I asked for someone to read me the title. CB read it for me. I explained to the group that we were going to make a list of all the important things we would need to write a story.

I wrote on the board main idea or topic to write about. I told the group that we definitely needed main idea or topic to write a story and then I asked the group to tell me what we do after we have a main idea. I opened the Hop of Pop book and asked them to tell me what they see on the pages. LC told me sentences, so I added that to the list on the front board. I asked what else and DC told me a pencil and paper. EZ told me details. JL told me that all the sentences needed to start with capitals. As the students offered me these ideas I recorded them on the front board. I opened the book again and asked them to tell me what else they saw besides the sentences on the pages. I walked the book around the room so that all the students could see the pages up close. JL told me pictures.

I wrote the words picture and illustrations on the board and explained to the class that both of these words mean pictures that have been drawn in a book. I showed them the word illustrator on the front of the book and asked them to tell me the sign. LC showed me the correct sign for illustrator; I explained that that the word means some one who draws pictures.

I told the class that today they were going to use their fingerspelling story to create a storyboard. I asked them if they remembered my cat story. They all nodded their heads. I repeated the cat story for them one letter at a time and asked them to tell me what my cat was doing in each frame of the story. I explained that in the first part I am showing that the cat has sharp claws. I explained that in the second part I am showing that the cat is cleaning itself by licking its paws. I explained that in the third part I am showing that the cat is tired and goes to sleep.

I told them that just as we had discussed before we need pictures or illustrations for a story, so I drew pictures to show what happened in my story for each letter. I explained that first I wrote each letter of my word at the top of small pieces of paper; I modeled this as I told them. I asked the group to tell me with a show of fingers how many pieces of paper I needed for my cat story. I told them again that I needed one square for each letter of the word. They all showed me three fingers in the air. Then I showed them the drawings that I had done for each part of my story. I passed around my sample so that they all could see it up close.

I told them that they were going to start their storyboards today also and draw pictures for each letter of their word. I asked each student to pick one word that they had created a story for. I gave them one minute to decide. Many of them could not

remember all of their words so they walked up and looked at the four-column to help remember which words they had. All of them decided on words and as they did I asked them to tell me how many pieces of paper they needed for their story board. Each student told me to correct number of letters in their word and I gave them the squares.

I told them that first they needed to write each letter of the word at the top of the squares of paper. Then, they needed to go back through the story and illustrate each part of the story. DC asked me if they could use markers or colored pencils. I told the group that I would like them to first draw with a pencil and then they could go back over it with color.

As the students worked, the teacher's aid and I went around the room to check that they stayed on task and where able to create clear pictures for their stories. When the students finished, I asked them to come to the front of the room and share their illustrations with the class.

I put the list of what we needed to make a story back on the front board and I asked the class to tell me which parts we completed today. LC told me we finished number five, pictures and illustrations. I asked the group if they had a main idea for their story. CB told me yes, that her main idea was a cowboy. I checked these two items on the list. I told the group that next time we would need to add the details and sentences.

Field Notes	<u>Student Names</u>
Friday 4/18/2008	DC
Lesson 3.2	CB
	LC
	EZ

I posted the “What we need for a story” list on the front board and asked the students to remind me what we had done during the previous lesson. EZ told me that they had drawn pictures for their story and that today they needed to add sentences. I added that during the previous lesson they had all picked one word to write a story about and that was their main idea, I pointed to number one on the list. Then I restated that they had finished drawing pictures and I held up my sample storyboard.

I told the class that EZ was correct; today we would be adding sentences and details to our storyboard by writing sentences. I reminded that they should use their best English grammar and follow the MVL structure that is on the wall. I told them that I would be helping everyone to make sure that they sentences where correct, but that I wanted them to write in pencil so that we could correct any mistakes easily. I posted my storyboard on the front board and projected up blank paper. I wrote my title at the top of the paper and asked for a volunteer to read it. DC read it for the class. I told them that I was going to write three sentences. I asked them why they thought I was going to write three sentences and not five sentences. LC told the class that I would write three sentences because I would write one sentence for each picture that I had. She walked to the front of the room, pointed to my storyboard and counted each of the pictures. She said there are three pictures so you need three sentences.

I wrote my first sentence on the projector, it said my Cat hAs sharp cLaws. I read it aloud to the class and asked them if that was correct. They all told me no. I asked

why not my picture shows sharp claws. EZ told me that I needed to have a capital at the beginning of my sentence and a period at the end. I corrected that portion of the sentence. JL told me that I needed to change the other capitals to lower case because that was not right. I corrected what he told me to. I asked the group to show me thumbs up if they thought the sentence was correct now. They all showed thumbs up. I wrote two more sentences on the projector and emphasized that the students needed to make sure they have the correct spelling of their word.

I passed out their storyboards and blank paper for them to write the sentences on. For each sentence they finished the teacher's aid and I double-checked their work. As the students finished the sentences I asked them to read their story to a partner. All of the students had the opportunity to share their story with a partner.

I asked the students to tell me which part of the story we completed today. CB told me that they finished the sentences. LC told me that the sentences included details of the story. As they told me these I pointed to our list of what we need for a story. I told them that I would have them present their story for the group the next time. I explained that they would need to read the story and show their picture to the group.

Field Notes	<u>Student Names</u>
Monday 4/21/2008	DC
Unit 3 Final Assessment	CB
	LC
	EZ

I showed the students my final storyboard and told them that I wanted to share with them my story. I projected my sentences on the front board. I told them the title and that I was the author and illustrator of this storyboard. I read the class my three sentences and then showed them my storyboard pictures up close.

I told the class that they were going to do the same for their story. I reminded them to read their sentences silently to themselves and then sign them in ASL. I told them that I did not want to see them signing the sentences word for word. I gave them three minutes to practice with a partner. I pulled names out of a jar to see who would go first. I reminded the first person to make sure to tell us the title, author and illustrator of the storyboard before reading the story.

Each student came to the front of the room and presented their storyboard. After each presentation the student presenting asked the class if they had any questions about the story, but no one had any. Everyone clapped for each student.

VIII. Curriculum Data and Evaluation

Given the aforementioned methods of data collection and analysis, the following field notes, collection of artifacts, rubrics and tests were used to determine if the four overall curriculum goals were satisfied. Through an examination of the data, it suggests that two of the four original goals were satisfied and the students successfully learned how to spell new grade appropriate vocabulary.

The first goal of the curriculum was for students to *recognize the connection between the ASL wall and English word wall*. This goal was not met because of the classroom circumstances when I arrived. The classroom that I taught in had never established a word wall for ASL or English. My curriculum was designed with the assumption that the classroom would have these tools instituted and that the students be familiar them. When I arrived to the classroom I was surprised to see that they were not using any kind of word wall for vocabulary development and because of time constraints I was not able to develop either the English word wall or ASL wall.

The ASL and English word walls would have been very beneficial to the students' vocabulary and spelling development. The walls would have offered the students a place to discuss the languages and see them organized in structured groups. Developing word walls take a very long time because it occurs as the students discover and interact with new vocabulary. Unfortunately, within the time that I was there I was not able to create new word walls and use these tools to discuss the connection between ASL and English.

During my initial conversations with my cooperating teacher, I was informed that she only used one hour per week of class time to discuss or introduce new spelling

words. The system that she had established for the classroom was that on Monday the class would receive a new list of ten words on a handout and they would discuss the definition of each one. The class was divided into two groups that would receive two different lists, appropriate for their skill level. The aid would work with the lower functioning students and my cooperating teacher would work with the students who were working at grade level. After discussing the list of words separately, all of the students would take their lists home and study them however they chose. There was no instruction on how they should proceed with learning the new vocabulary, that was to be determined by the student and their family at home. The student was responsible for knowing how to spell the entire list on Friday for the test.

My cooperating teacher explained to me that she had tried a few different approaches with different spelling curriculums, but that this seemed to be the most effective, especially with the time constraints in the school day. By eliminating the in-class time for spelling instruction the class was able to spend more time on reading and writing. The teacher felt that the students did not need much additional support during class time to learn spelling.

My curriculum was designed very differently than what was previously established in the classroom, which took time for the students and the families to get acclimated to. I decided to send home some of the assignments that I had planned for the classroom so that the families still felt involved with their child's spelling still. I found that the parents struggled more than the children with the change in routine. Many of them emailed me wanting to know where the word list was and asking why they did not have a spelling test on Friday. I spent a lot of time explaining to the parents my new

approach for teaching their students spelling and how they would be bringing home different forms of homework for spelling. It would have been beneficial for the parents and myself if I had sent home a detailed letter explaining the new spelling system that I had planned and with that a parent copy of the spelling words so that they felt more informed about the changes occurring in the classroom. For the students and their parents, my curriculum was a large adjustment in their normal routine.

The second goal of my curriculum was for the students to *develop students' ability to spell three and four letter words and grade appropriate sight words*. Through teacher observations, artifacts, and tests it was determined that the students did learn to spell three and four letter grade appropriate words. I observed throughout the school day that the students were able to write and fingerspell the ten spelling words given for each week. The students were given a spelling test on the words, which they all performed well on. For the pre-test, the average score for the five students was 26% or 2.6 correct out of 10 possible. On the post-test, the average score for the students was 86% or 8.6 correct out of 10 possible.

During the post-test I observed all of the students discreetly using the fingerspelling stories to help them remember the spelling. As I signed each word and used it in a sentence for the students, they would watch me and then recall their stories as well as the other students' stories. The students' desks were staggered around the room, so that they were all able to use sign without others seeing their hands. The students would sign the stories and as they remembered the different parts they would write down the corresponding letters. This use of the spelling stories demonstrates that the stories were helpful in remembering the new vocabulary.

In addition to these test results, a few days later the students were asked to produce a written version of their fingerspelling story for one of their words. Without assistance on spelling, the students were able to write a sentence for each letter in their word and use the specific spelling word several times with the correct letter. This shows that the students retained the knowledge beyond the test for some words (see Appendix B for student sample).

When students were given a writing assignment and asked to use the spelling words they had learned, four out of five students scored above average. On the grading rubric the students scored above average (three) if they used more than seven out of ten words in their writing piece. Four students were able to use more than seven words, spelled correctly in their writing and one student used exactly seven words.

The third goal of my curriculum was to *promote students' recognition and use of spelling patterns*. This goal was not achieved during the implementation of my curriculum. When I arrived at my placement and discussed the different word list options for the class she informed me that she had previously tried exposing the class to words that were grouped by patterns and that it was very confusing for them. She explained to me that she has used this approach in past years with different groups of students, but that for this particular group of students it was not successful. When she taught the students new word in groups which were in the same word family, the students did not succeed in learning the spelling. My cooperating teacher told me that for this group of students when the words look similar or have a similar pattern it becomes very confusing for them and they do not do well. She asked that I not use this type of grouping for spelling lists.

My cooperating teacher suggested that I use themes rather than word patterns to teach new vocabulary to the students. She reviewed with me which themes she had already completed with them such as food, clothes, and sports. The challenge that I had was, creating a list of themed words that could also be used in fingerspelling stories. I realized, as I was creating this project, that many words could not be made into fingerspelling stories. This is especially true for basic sight words such as if, these, would or any. The words that make good and interesting fingerspelling words are mostly verbs, animals or people; these are items or actions that we can describe through story. Many of the age appropriate words for the lower elementary students are sight words which you cannot use fingerspelling stories to memorize.

A solution to this problem for the future would be that the teacher uses a combination approach to the spelling lesson. Educators can do this by using both rote practices at for homework and the fingerspelling stories where appropriate in the classroom for extra practice with words. I should have sent home a spelling list on Monday and had them practice with their families as they had done previously. This would have helped with much of the family confusion and also given the students the opportunity to have written practice with words that where challenging to make fingerspelling stories for.

I found that the added benefit of these stories was that the students did not simply memorize a spelling word, but they conveyed the meaning through the stories. By using the fingerspelling stories as a means of assessment I was able to determine that the students where understanding the meaning of the word.

The fourth goal of the curriculum was for the students to *create individual fingerspelling stories that they complete, self-edit, and write in English*. My field notes, collection of artifacts, and the student rubrics suggest that this goal was attained by the each student. Each student completed two recordings of their fingerspelling story, went through a self-editing process and then transformed the story into a written English version.

The students were given the option of rerecording their stories after the first taping and after looking at them while considering constructive feedback. All of the students voluntarily chose to rerecord their stories to produce an improved version. The students filled out feedback forms on their own video recording to suggest ways of improvement. The students wrote comments such as “Great job on eye contact with the camera”, “Great job on role shifting”, “Great job on facial expressions”, and “Need improvement on signing clearly” (see Appendix B for student sample). All of the students were able to record three positive comments about their story and two comments that described what they could improve (see Appendix B for student sample). After this, the students chose one of their words to create a written version for.

All of the students completed a written version of their fingerspelling story (see Appendix B for student sample). They first drew a series of pictures depicting the story sequence and then wrote a sentence for each picture. The number to pictures and sentences was dependent on the number of letters in their word. The students were not given help on spelling for their stories, but where supported on their English grammar minimally. All of the students spelled their words in the stories correct one hundred percent of the time and conveyed their stories well in written form.

The ASL fingerspelling story and written final project were both good assessments of the students' ability to spell and understand the meaning of several new words. The students demonstrated their understanding in both ASL and English of all of the words. As documented in the student work samples and my field notes each student was able to spell the list of vocabulary given each week and also was able to transform an ASL fingerspelling story into written English. Over the six weeks period, all of the students learned many new words, how to create and self-edit fingerspelling stories and created original stories written in English. Therefore, observations and student work samples suggested that the class met two of the four goals set forth in the final curriculum.

Overall, I was very happy with the results of my curriculum. It is understood that when we go to a classroom for short period of time we will be faced with the challenge of time constraints and acclimating our plans to those of the head teacher. Even though parts of my projects I was unable to accomplish I modified my lessons to best fit the needs of my students and felt that they learned a lot from the spelling stories. The final spelling test confirmed that the words presented were learned and the presentation of both the ASL video and the written English version confirmed that the students understood the meaning of these words and were able to apply them to other situations.

IX. Conclusion

The curriculum discussed here was a compilation of knowledge about the ASL-English bilingual education, innovative teaching methods, and experience working with elementary deaf and hard of hearing students. Based on my evaluation of student artifacts, rating scales, and teacher observation notes the curriculum was successful. Over the six week implementation period, students learned new English and ASL vocabulary, learned and used the fingerspelling story structure, recorded several drafts of their stories while using the self editing process, and transferred their fingerspelling stories into a written story. The students expanded their vocabulary as well as improved their ability of transferring stories from ASL to English. An assessment of the students' final projects clearly shows the amount of vocabulary that they acquired during the course of the curriculum. Also, the reflection of my own experience through this process becomes evidence that I learned a lot as well.

Some elements of the curriculum proved to be very successful. As with any lesson plan, it is essential that the materials and interaction remain student-centered at all times. My students were eager and motivated to participate in the lessons because they were designed with their strengths and interests in mind. All of the lessons were structured to be very interactive and involved individual as well as group participation. The fingerspelling stories were a good way to get students interested in the spelling unit. All of the students quickly understood how to arrange the fingerspelling stories and used this strategy for memorizing new words in all subject areas. These stories became visual tools for the students to use to better understand the meaning of the word and also memorize the spelling. Also, the written version of their fingerspelling story

provided them practice in transforming their ideas from ASL grammar structure to English grammar structure. These activities were an explicit display of important language building and provided students an opportunity to see the connection between two languages. It also aloud the tedious practice of memorizing a list of words to be fun and creative. Through this activity the students transformed a list of words into colorful stories and images in their heads that will last a long time.

My students had been exposed previously to other types of ASL poetry and story telling similar to fingerspelling stories. The familiarity may have facilitated their success in creating these stories. Also, the students brought the stories home and shared them with their families and friends for extra practice. During this assignment the student had to explain to their family or friend the structure of the stories and tell why they were creating it. This reinforcement helped the students be aware of what they were doing and how it connected to the English language.

Lastly, using a variety of media helped to keep the students engaged and motivated. Throughout the curriculum the students and I used a variety of materials including, posters, pictures, paper and pencil, Smartboard, computer, and video camera. From my observations, I noticed that the students were very eager to participate in activities that involved hands-on participation or performing. All of the students wanted a turn to share their stories or thoughts with the group by standing in front of the room and presenting it like the teacher.

While I found that there were many successful components of the curriculum, there were other components that I would change for future implementations. From my own observation, I realized that certain activities needed more time and attention than

others. First, I would suggest spending more time on the ASL-English translation. The transformation of ASL story into English written form is very important and could have been focused on more. Also, the specific editing process that the students use for grammar should have been incorporated into the written stories. More time needed to be spent on creating several drafts of the written story and editing them to produce a polished final copy.

Another thing that could be modified, depending on the group of students, would have been the introduction to the fingerspelling stories. If the students have had adequate exposure to ASL story telling previously than the introductory unit could be abbreviated. My suggestion would be to not use a full spelling list of ten words to introduce the fingerspelling stories. The students gain a lot of understanding from watching the sample videos and practicing a few of their own in partners. Beyond that, I would start using new vocabulary with the students so that you are exposing them to as much new vocabulary as possible.

I am very happy with the progress that the students made within the six week implementation period. I learned a lot about teaching and about myself as a teacher. The most important lesson that I have taken away from this experience is that the classroom needs to be a flexible environment. As the teacher we need to do what is best for our students, which may not have been what we planned and set up of the day. I understand that I must follow the students' lead and if they do not understand one approach then I must try another. If my students are not engaged and interested in my lesson then I must reanalyze my strategy to get them excited about their learning. The lessons and

activities need to be meaningful for the students and this can only transpire if teachers are willing to take cues from their students and modify their plans accordingly.

Implementation of this curriculum showed me that it is very important to know what the students have been previously exposed to and what their current understand of the topic is. All lessons should be based on prior lessons so that the students have a familiar context to work with. Assessment of the students' progress with the material must be continuous. Pre and post assessment is very helpful to recognize the extent of learning that has occurred. Also, ongoing assessment during the units is crucial to clearly distinguish how each individual student is developing. Each student learns at their own pace, therefore it is important to evaluate their achievement against their own work and not that of other students.

The curriculum designed and implemented for this project was successful and could be used for a variety of young deaf and hard of hearing students. It has the potential to change traditional spelling curriculum into a fun and creative learning experience that the students are excited to be involved with. I hope that others like myself are able to use the information here to help continue to transform traditional curriculum into visually accessible information for deaf and hard of hearing students so that they are will become skilled spellers and apply the knowledge to both English and ASL.

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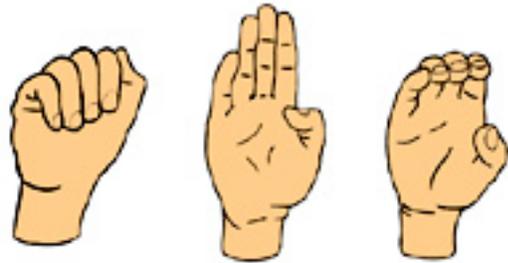
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Appendix A

Creating Fingerspelling Stories



Curriculum Lesson Plans

Dear Teachers,

This curriculum has been designed to easily guide the instructor step-by-step to teach spelling skills. The curriculum is comprised of four units and within each of the units there are three to four lessons. Each unit and lesson is numbered in the order they are taught. For example, unit 1 begins with lesson 1.1 and then moves on to lesson 1.2. Every lesson plans consists of the same following components:

Goals: Massachusetts state standards for second grade English and language arts.

The California state standards for second grade language arts and visual performing arts.

Objective: What the students should be able to do by the end of each lesson.

Materials: All of the materials the instructor will need for the lesson and what preparation for the lesson will need to be done prior to teaching.

Motivation: How the lesson is structured to keep the students' attention and engaged in the activity and content.

Procedure: A detailed step-by-step guide for teaching each lesson.

Lesson Assessment: Observations to be made during the working period and materials to be collected to assess the student learning.

Unit Assessment: An additional assessment, at the end of the unit, to determine if the goal of the entire unit was achieved.

All of the necessary worksheets, assessment materials and rubrics are included within the lesson with which they should be used. This curriculum has been designed so that easy modifications can be made to accommodate different grade levels or class sizes, therefore it can be used successfully with a variety of student populations.



Unit 1
Understanding Spelling

Lesson 1.1 - Introduction to Spelling

Lesson 1.2 - Why is spelling important?

Lesson 1.3 - Connecting Stories to Spelling

Lesson 1.4 - Word Scramble

Unit 1 Assessment - Pen Pals

Introduction to Spelling

Standards

MA standard	CA Standard
<p>7.4 Demonstrate understanding of the various features of written English:</p> <ul style="list-style-type: none"> understand that spoken words are represented in written English by sequences of letters recognize that there are correct spellings for words 	<p>1st Grade English & Language Arts: Written and Oral English Language Conventions</p> <p>1.8 Spell three- and four-letter short-vowel words and grade-level-appropriate sight words correctly.</p>

Objective

Students will discover that signing and spelling are different tasks and spell words from a list correctly as measured by their completion of the four-column chart and the individual compare worksheet.

Materials

<ul style="list-style-type: none"> • Overhead projector • Transparency with photocopy picture of you • Overhead marker • Four column chart (see Appendix B for sample) 	<ul style="list-style-type: none"> • Fingerspelling, ASL, Picture, & English cards (Appendix B) • Markers • Compare Worksheet (Appendix B) • Pencils
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In preparation, copy a picture of yourself onto an overhead transparency. Create a four-column chart of spelling words that has the headers ASL Fingerspelling, ASL, Picture, and English (see picture example in Appendix B). Photocopy and cut out the fingerspelling, ASL, picture, and English cards from Appendix B. Photocopy one Compare Worksheet per student back to back.

If you plan to use the extension during the lesson or as homework, photocopy the four-column worksheet back to back.

Motivation

By using whole class response techniques and asking for volunteers to interact with the materials on the front board they will stay engaged in

the lesson and motivated to participate. Also, by using their names it will make the information more relatable.

Assessment

Formative - Throughout the lesson check for students' contributions to whole group discussion, response to teacher generated questions, and participation in group exercises.

Summative - At the end of the lesson check for students' completion of four-column chart, individual Compare Worksheets, and completion of signing and fingerspelling their own name.

Launch

- Put your picture on the overhead and ask the students, *Who is that? What is my sign name?* Call on one student to show your sign name and then have the whole class sign it together.
- Repeat your sign name again and reiterate that is a sign.
- Ask the class, *Do any of you know how to spell my name? What is the first letter?* As the students try to spell your name write it on the top of the overhead.

Explore

- Introduce the different column titles on the top of the chart – fingerspelling, ASL, picture, and English. Have all of the students sign these together.
- Hold up a picture of a cat and ask the class *what is this?* Have the whole class sign CAT together. Place the picture of the cat in the middle column of the chart. Explain again that this is a picture of a cat so we are putting in the picture column.
- Then, show them the ASL sign card and ask them where to place the sign card on the chart. *Should I put it in the English column? Is this English? Is it fingerspelling? No, it is ASL, so it needs to go in the ASL column.*
- Ask the class if anyone knows how to fingerspell CAT. After the student spells cat for you, repeat the fingerspelling. Write the word in the fingerspelling column and then have the whole class fingerspelling it together.
- Repeat the sign and spelling again. Emphasize the difference in ASL and fingerspelling.
- Ask the students, *if you were writing a story about a cat in English how would you write the word cat?* Ask a student to come to the board and write in English the word CAT.
- *In English we spell CAT, cat. This is similar to the fingerspelling, but in English we write it like this.* Write the English word cat in the English column.
- Show the class a picture of a hat and ask the class *what is this?* Have the whole class sign HAT together. Ask one student to come to the front and place the picture in the correct column. Ask a different student to come to the front and place the ASL sign card in the correct column.
- Ask the class for a volunteer to fingerspell the word HAT, repeat the fingerspelling with the whole class and have the student place the word card in the fingerspelling column (H-A-T). Write the word in the English column and review all the columns together as a class.
- Hold up a picture of a house and ask the class to sign HOUSE. Then, ask for one student to come to the front and place the sign card in the correct column (ASL). Ask for another student to come to the front and fingerspell HOUSE and place the word card in the correct column (fingerspelling). Then, write the English word (house) in the correct column.

- Repeat the same procedure for the remainder of the cards (dog, run, girl, boy, & fish)

Summarize

- Explain to the students that you are going to sign or fingerspell 5 different words, which they will have to circle on their worksheet. Hold up the worksheet for them to see it and tell them and review the columns. *If the teacher signs the word you will circle the picture of the ASL sign and if the teacher fingerspells it then you will circle the fingerspelled word on the sheet.*
- Hand out a Compare worksheet and a pencil to each student. Model using number one on their sheet.
- When finished, collect the worksheet.
- Ask the students to sign and then fingerspell each of their names one at a time. Model with your name first. As you go around the room mix it up so that the order changes. Some of the students will fingerspell then sign and others will sign then fingerspell their name.
- Check off if they are able to complete this task on the back side of their Compare worksheet.

Extension

- Give the students a four-column worksheet and have them fill in the blank squares. This can be done individually as homework or in class with a partner.
**The four-column worksheet can be photocopied from Appendix B with a list of directions and needed materials.

Why is spelling important?

Lesson 1.2

Standards

MA standard	CA Standard
<p>7.4 Demonstrate understanding of the various features of written English:</p> <ul style="list-style-type: none"> • understand that spoken words are represented in written English by sequences of letters • recognize that there are correct spellings for words 	<p>1st Grade English & Language Arts: Written and Oral English Language Conventions</p> <ul style="list-style-type: none"> • 1.8 Spell three- and four-letter short-vowel words and grade-level-appropriate sight words correctly.

Objective

The students will match ASL signs with an equivalent picture and write the English and ASL fingerspelled word as measured by their completion of the Word Matching Worksheet and individual response to teacher generated question.

Materials

<ul style="list-style-type: none"> • Four-column chart (from lesson 1.1) • Poster Paper – Spelling is Important • Markers • Book, “Kate on the Coast” by Pat Brisson (A copy of the book is in Appendix B) 	<ul style="list-style-type: none"> • Word Match Worksheet (Appendix B) • Pencils • Sample Fingerspelling Pictures (Appendix B)
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In preparation, post the four-column chart on the front board. Have the rug area ready for the students and the book with you on the rug. Have poster paper and markers at the front of the room and title the paper Spelling is Important. Photocopy the Word Match worksheets back to back, one for each student. Have pencils available for the students.

Motivation

By asking the students to discuss why they think spelling is important and how it is used they will stay engaged in the lesson. Having them

partner share with their classmates will keep them motivated to participate.

Assessment

Formative - Throughout the lesson check that all the student's are contributing to whole group discussion by responding to teacher generated questions and participating in group exercises.

Summative - At the end of the lesson, check that all students have completed the Word Match Worksheet and had an opportunity to respond to the teacher generated question.

Launch

- Ask the students to join you on the rug quietly.
- Ask the students to remind you of what they did during the prior lesson (1.1). *Can someone tell us why it is important for us to learn spelling? When do you use spelling?* Allow for a few students to give reasons (reading, writing). Record their responses on the Spelling is Important poster paper.
- Project the Sample Fingerspelling Pictures on the front board one at a time.
- In ASL, do we use spelling? Why do we fingerspell ASL words sometimes?
 - names of people, places or brand names (Coke, Nike, Hannah Montana)
 - objects that do not have a sign (truck, mop, back)
 - for emphasis or specificity (YES!, diet)
 - storytelling (fingerspelling stories)
- Explain that it is important for us to learn and know how to spell because we use it in so many different ways, both in ASL and English.
- Tell the students that you are going to read them a book to show them an example of how important spelling is. Tell them to pay attention and try to remember some of the words that I fingerspell.

Explore

- Introduce the author and the title of the book and read the story to the students.
- When the story is finished, ask the students to share any words they can remember from the story that you fingerspelled.
- Point to the four-column chart on the board and remind them that sometimes a word doesn't have a sign so we fingerspell it (give an example from the book).
- Talk about how important it is to know how to spell words to be a better writer and reader as well as signer.
- Explain to the class that they are going to practice writing the words they learned during the prior lesson (1.1). They can work with a partner, but they each should have their own worksheet to fill out. They are able to use the four-column chart, but not stand at the front copying it. Show the class the worksheet on the overhead and go through number one with them. Ask for any questions.
- Hand out the Word Matching sheets to the students and assign partners.
- Walk around the room and monitor the progress.

Summarize

- Explain to the class that you will be asking for volunteers to share their answers one at a time and as the answer is given you will be writing it on the board. If they do not have the correct answer, then they can write the correct answer below the

wrong one. Emphasize that they must not erase their first try; it is ok to have gotten some wrong because this is practice.

- Ask for volunteers to share their answers. Then, they can pass in the worksheet.
- Ask each student to share one example of when we use spelling, English or ASL.
(Record the responses on the back of the Word Matching sheets.)

Connecting Stories to Spelling

Lesson 1.3

Standards

MA standard	CA Standard
7.4 Demonstrate understanding of the various features of written English: <ul style="list-style-type: none"> • understand that spoken words are represented in written English by sequences of letters • recognize that there are correct spellings for words 	1 st Grade English & Language Arts: Written and Oral English Language Conventions <ul style="list-style-type: none"> • 1.8 Spell three- and four-letter short-vowel words and grade-level-appropriate sight words correctly. 2 nd Grade English & Language Arts: Listening and Speaking Strategies <ul style="list-style-type: none"> • 1.5 Organize presentations to maintain a clear focus.

Objective

The students will demonstrate an understanding of the structure of fingerspelling stories as measured by their partner presentations of one fingerspelling story and their individual self-assessment checklist.

Materials

<ul style="list-style-type: none"> • Four-column chart (from lesson 1.1) • Spelling is Important poster (from lesson 1.2) • Poster paper divided down the center (2 columns) • Index cards (one per student) • Student self-evaluation (Appendix B) • Whiteboard markers 	<ul style="list-style-type: none"> • Markers • Colored Pencils • Pencils (one per student) • TV or computer connection to You Tube (search Duke of Scouts on You Tube) • Teacher checklist (Appendix B)
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In preparation, post the four-column chart on the front board. Title the poster paper “Reasons we need to practice spelling”, draw a line down the center of the poster paper and write on one side ASL and the other side English. Write each spelling word on an index card in fingerspelling form (C-A-T) and then draw a line for the student to write the English word (see sample in Appendix B). Photocopy the checklist and student self-

evaluation. Set up a video sample for the students to view (computer or TV).

Motivation

By asking the students to share their personal experiences with the different things being discussed (cats) and having them partner share with their classmates will keep them engaged in the lesson and motivated to participate.

Assessment

Formative - Throughout the lesson check the students' contribution to whole group discussion and participation in group exercises.

Summative - At the end of the lesson check that some students have given individual presentation of ASL fingerspelling story. Use the teacher checklist (1.3) and the student evaluation (1.3) to assess student achievement.

Launch

- Repost the Spelling is Important poster from the previous lesson. Ask the students to remind you of the reasons knowing how to spell is important. First, start with the reasons for English. As the students tell you how we use spelling in English, write them on a divided poster paper. Second, record the reasons for ASL and record them on the other side of the poster paper. *Make sure one of the reasons on the paper is for ASL story telling – you can suggest it yourself.
- Ask the students to share any experience they have had with a fingerspelling story. *Can anyone share one of their own with the class?*

Explore

- Bring the students' attention to the four-column chart and ask them to spell cat (as a group) and then ask the class to sign it.
- Discuss as a group how cats act. Have the students share if any of them at home have cats and tell about how they walk, sleep, or play.
- Tell the students that there are fun fingerspelling stories that use spelling English words to tell about a specific thing. Show the students an example of a sign story for the word cat. (C = cat clawing, A = cat licking its paws, T = cat sleeping).
- Explicitly show how each letter becomes the story and how the story tells about how the cat acts.
- *If needed:* Discuss each item on the four-column chart and how it may be described for a fingerspelling story. (example: What do people look like while running? How does a dog act or look? Describe a house shape or features.)
- Show the class an example of a fingerspelling story on the TV (You Tube)
- Explain to the class that they will be assigned partners. Each student will be given a different word on an index card, which they will need to create a story for.
 - First the students should draw a picture of the meaning on the back of the card.
 - The students should help each other create a story for their chosen words (2 students, 2 words = 2 stories). Tell them that they can use the ideas that the class brainstormed or create new ideas of their own.
 - Walk around the room and check in with each group and assist them with the process (ask yourself – are the students correctly spelling the word?, does their story accurately represent the item?, is their index card completed?, have they drawn a picture on the back?).
 - If the students finish early, they can help the other students think of ideas.
 - When all the students are finished, have them group with another pair and share

their stories.

Summarize

- Ask for volunteers to come to the front of the class and share their stories.
- As the students are presenting, fill out the evaluation sheet.
- After each one presents, ask them to share what the hardest & easiest word to create a story for.
- Tell the students to go home and practice these stories with an adult. *Find an adult to share your story with. Maybe your dorm counselor, parent or you can share it with me. When you ask someone to watch your story, before you start show them your evaluation sheet.* Place the evaluation sheet on the overhead and discuss all the questions. Make sure the students understand the assignment.
- Explain that it is important for them to remember the spelling of the words so that they can use these words tomorrow.

Extension

- Have the students pick a different word and keep it a secret. When the student presents the word have the other students “guess” which one it was.

Word Scramble

Lesson 1.4

Standards

MA standard	CA Standard
7.4 Demonstrate understanding of the various features of written English: <ul style="list-style-type: none"> • understand that spoken words are represented in written English by sequences of letters • recognize that there are correct spellings for words 	1 st Grade English & Language Arts: Written and Oral English Language Conventions <ul style="list-style-type: none"> • 1.8 Spell three- and four-letter short-vowel words and grade-level-appropriate sight words correctly.

Objective

The students will arrange the vocabulary with the correct spelling as measured by their word scramble worksheet.

Materials

<ul style="list-style-type: none"> • White poster paper (about 30" x 25") • Scramble letters (Appendix B) • Word puzzle (Appendix B) 	<ul style="list-style-type: none"> • Pencils • Tape • Scissors • Glue • Word Scramble worksheet (Appendix B)
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In preparation, post the blank poster paper on the front board. Photocopy the individual letter cards for the words that you need, word puzzles, and word scramble sheets.

Motivation

By asking the students to share their personal experiences with the homework assignment and having them work collaboratively will keep them engaged in the lesson and motivated to participate.

Assessment

Formative – Throughout the lesson check that the students are contributing to whole group discussion and participating in group exercises.

Summative - At the end of the lesson check with the students that they have completed of the word scramble worksheet.

Launch

- Ask the students to give you a thumbs-up if they were able to share their story with an adult. *Thumbs-up if the person understood what word you were spelling. Thumbs-up if it was fun.*
- Collect the self-evaluation forms.
- Tell the students that today they are going to be tested further on the spelling words to see if they remember them.
- On the front board, point to the poster that has a scrambled word (TCA) and ask the students if they think the spelling is correct. *Thumbs-up if you think this word is spelled correctly, thumbs down if you think the spelling is wrong.*
- Rearrange the letters on the board (still have the wrong spelling - ATC) and ask the students if it is correct now. *Thumbs-up if you think this word is spelled correctly, thumbs down if you think the spelling is wrong. Ask, who's word was this yesterday for the fingerspelling story? Do you remember the correct spelling? Spell it please.*
- Rearrange the letters on the board into the correct spelling (CAT) and ask the students if it is correct now. *Thumbs-up if you think this word is spelled correctly, thumbs down if you think the spelling is wrong.*
- Ask for one volunteer to tell you what the word spells. Have the whole class sign the word in ASL then fingerspell it and then sign it again in ASL (chaining = sign, spell, sign).
- Tell the students they will be working in pairs to unscramble all the spelling words. Tell them to use the stories they created yesterday to help them remember the correct spelling.

Explore

- Hand out one set of supplies to the students (one bag for first word & the worksheet) and ask them to pay attention while you do the first one together. *Remember that you can work together, but everyone needs to complete their own worksheet.*
- Put a copy of the worksheet on the overhead and model the first question with the whole class following along.
- Pass out the remainder of the zip lock bags and supplies (glue). Allow the students to unscramble all the words together. They are able to work together to unscramble the words and put them into correct order on the worksheet next to the corresponding picture. All students must finish their own worksheet – no sharing.
- As the students work together, walk around the room and take notes on how students are doing (use the teacher checklist 1.4).

Summarize

- Ask the students, *What new words did you learn today? How did this help you learn to spell?*
- What they do not finish on their scramble worksheet they can take home for homework.

Extension

- Hand out the story of Ann's House and ask the students to read through the story and circle any spelling words that they see. When they are done they can write the spelling words on the blank lines below.
 - If the students take this home for homework, attach a spelling list to the story for them to use while they are reading.

Unit 1 Final Assessment Pen Pals

Standards

MA standard	CA Standard
7.4 Demonstrate understanding of the various features of written English: <ul style="list-style-type: none"> • understand that spoken words are represented in written English by sequences of letters • recognize that there are correct spellings for words 	2 nd Grade English & Language Arts: Writing Applications <ul style="list-style-type: none"> • 2.2 Write a friendly letter complete with the date, salutation, body, closing, and signature.

Objective

The students will use correctly several of the spelling words in complete sentences as measured by their pen pal letter.

Materials

<ul style="list-style-type: none"> • Book, <i>Katie on the Coast</i> by Pat Brisson • Pen pal letter worksheet (Appendix B) • Extra white lined paper • Pencils • Letter rubric (Appendix B) 	<ul style="list-style-type: none"> • Teacher's pen pal letter (sample in Appendix B) • Transparency pen • Vocabulary pictures worksheet (Appendix B) • Guiding Questions (sample in Appendix B)
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In preparation, photocopy and staple together the pen pal letter worksheet, vocabulary pictures worksheet and rubric for each student. Create a sample pen pal letter and photocopy it onto an overhead transparency. Write guiding questions to post for the students.

Motivation

By asking the students to create letter to a friend and create a story about their pretend new pet share their personal opinion about their new pet will keep them engaged in the lesson and motivated to participate.

Assessment

Summative - At the end of the lesson make sure all students have completed the pen pal letter and self-assessment rubric.

Launch

- Show the students the cover of the book and ask them, *Remember the book I read to you about the girl that moved? The title was Kate on the Coast. Who was Kate writing to? (Lucy, her friend from New Jersey) What kind of letter is this? (pen pal)*
- Explain that a pen pal letter is one that you would write to a friend or a relative. In the letter you can tell your friend what you are doing. Maybe you could share what you are doing in school, tell about a recent vacation, or tell about your new pet.
- Put your pen pal letter on the overhead and read it aloud to the class.
- Ask the students to name a few spelling words that they see in the letter. As the students name them underline them with a colored pen.

Explore

- Explain the writing assignment to the class.
- They should pick a friend or relative that they would like to write to. In the letter they are going to tell their friend about a new pet they just got. Similar to the letter you wrote.
- Emphasize that they should not copy your letter. They need to think of a different story to tell their friend. The letter should tell about the new pet and why you like it. You can post some guiding questions.
 - What does your pet look like?
 - How old is your pet?
 - What does your pet like?
 - What does your pet not like?
- Put the rubric on the overhead and explain to the students how they will be graded on the assignment. Slowly walk through each level and ask if the students have any questions.
- Emphasize that they can only count a spelling word once. If they write the word dog five times in their story it only counts as one.
- Pass out the rubric to each student. *Look at the rubric and tell me if your letter has 5 spelling words it in, what grade will you get? When you are finished with your letter, circle the grade that you think you have earned and staple the two papers together.*
- Explain that they want to get a three because that is the best grade.
- Point to the pictures in their packet and tell the students that they can refer to the pictures to help them remember all of the words they should include in their story.
- Pass out the necessary materials to all the students (paper & pencil)

- Ask the students to write a letter to a friend using as many of the spelling words as possible.
- Tell them they will be working independently. They can ask for spelling help for non-spelling words, but for the spelling words they must know them and spell them correctly. Guide them to use dictionaries too.
- Hand out a letter worksheet to each student and have them work quietly.

Summarize

- Have a few of the students share about the topic of their letter. *Which animal did you write about? Who is your pen pal?*
- Remind the students of the importance of spelling for both English and ASL.



Unit 2 Fingerspelling Stories

Lesson 2.1 – Review: What are fingerspelling stories??

Lesson 2.2 – Story Creation

Lesson 2.3 – Story Presentation

Lesson 2.4 – Story Critique

Unit 2 Assessment – Spelling Test

Review: What are Fingerspelling Stories??

Standards

MA standard	CA Standard
Pre-K – 4 th Grade The Arts Disciplines: Theatre <ul style="list-style-type: none"> • 1.1 Read, listen to, and tell stories from a variety of cultures, genres, and styles • 1.4 Create characters through physical movement, gesture, sound and/or speech, and facial expression 	2 nd Grade Visual and Performing Arts: <ul style="list-style-type: none"> • 3.0 Role and Cultural Significance of Theatre • 3.1 Identify theatre and storytelling forms from different cultures

Objective

Students will apply the meaning and spelling of new words to fingerspelling stories as measured by their completed index card and partner practice.

Materials

<ul style="list-style-type: none"> • Sample video • TV and connected DVD player • Lined paper for each student • Pencils for each student • Four-column chart (see appendix for sample) • Index Cards 	<ul style="list-style-type: none"> • Word/Picture cards (Appendix B) • Poster paper titled “Helpful Feedback” • Story Worksheet (Appendix B)
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In preparation, make the sample fingerspelling video (if needed, directions are in Appendix B), create the four-column chart, and word/picture cards. Write at the top of a poster paper Helpful Feedback. Photocopy the story worksheets back to back.

Motivation

By asking the students to share their previous experiences with story telling and having them individually share with their classmate will keep them engaged in the lesson and motivated to participate.

Assessment

Formative - Contributions to whole group discussion and participation in group exercises.

Summative - Completed story worksheet and response to teacher generated question about helpful feedback.

Launch

- Talk to the kids about previous ASL stories they have experienced. Ask, *has anyone ever told an ABC story or a 1-10 story, raise your hand if you have?* Ask for a few volunteers to come to the front and share their favorite story with the class.
- Ask the class if they remember the fingerspelling stories they created during the last unit.
- Explain that the class will be making stories that are similar. Explain that these fingerspelling stories are going to help them learn how to spell new words.

Explore

- Tell the students that this week they are going to be given 10 new spelling words to learn. But, before you give them out to the class you want to see how well they can spell them. ****Pre-test**
- Pass out one sheet of lined paper to the students and have them number it 1 to 10.
- Explain that you will sign a word and they will try their best to write it down. If they don't know, tell them to guess or leave the line blank.
- Collect the pre-test
- Write the word feedback on the board. Discuss with the class the concept of helpful feedback. Write on the board different ways of giving helpful feedback.
- Show the students the sample student fingerspelling video. Stop after the first one and ask the students what they think the word was. *Were you able to understand the story? How could this have been improved so that it is clearer?* Record a list of things on a poster paper called Helpful Feedback. *Should we say, that was bad? Can we say, you could use more facial expression when you sign?* Tell the class that these are important for them to remember when they are video taping their own story.
- Tell the students that they will be creating new stories. Post a new four-column chart on the board and introduce the new list of 10 words.
- As you introduce each word individually, have the students chain (fingerspell – sign – fingerspell) as a whole group.
- Discuss the meanings of words they are unfamiliar with.
- Explain to the class that they will be assigned partners. Each student will be given a different word on an index card, which they will need to create a story for. The students should help each other create a story for their chosen words (2 students, 2 words = 2 stories). They must draw a picture of the word on the back

of their index card. Tell the students that when they have finished practicing they will fill out a worksheet with their word and their partner's word. Tell them to pay close attention to the spelling during practice so that they will make sure to spell it correctly on the worksheet.

- Pass out an index card with a word on it to the students and have them practice ideas for a story with a partner. Teacher assigns partners.
- Walk around the room and check in with each group and assist them with the process (ask yourself – are the students correctly spelling the word?, does their story accurately represent the item?, is their index card completed?).
- Have each student complete a Story worksheet. Fill in what the word they had was and what word their partner had.

Summarize

- Collect the Story worksheets.
- Ask the students to share some ideas they may have for fingerspelling stories with a partner for any of the new spelling words. *Who has thought of some good stories ideas that they would like to share with the class?*
- Tell me a few ways that we can give helpful feedback to people on their stories. Record their answer on the back of the worksheet.

Story Creation

Lesson 2.2

Standards

MA standard	CA Standard
Pre-K – 4 th Grade The Arts Disciplines: Theatre <ul style="list-style-type: none"> • 1.1 Read, listen to, and tell stories from a variety of cultures, genres, and styles • 1.4 Create characters through physical movement, gesture, sound and/or speech, and facial expression 	2 nd Grade Visual and Performing Arts: <ul style="list-style-type: none"> • 3.0 Role and Cultural Significance of Theatre • 3.1 Identify theatre and storytelling forms from different cultures

Objective

The students will create new fingerspelling stories for two words as measured by their performance of the story.

Materials

<ul style="list-style-type: none"> • Four-column chart (from lesson 2.1) • Index cards (2 per student) • Markers/colored pencils 	<ul style="list-style-type: none"> • Evaluation Sheet (Appendix B) • Word Matching Worksheet (Appendix B)
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In preparation, post the Four-column chart. Make the index cards by writing the spelling words on the back of each one. Photocopy one evaluation sheet and one word matching worksheet for each student.

Motivation

By asking the students to work collaboratively and present their work to the class will keep them engaged in the lesson and motivated to participate.

Assessment

Formative – Contributions to whole group discussion and participation in group exercises.

Summative - Individual presentation ASL fingerspelling story. Use the teacher assessment of the first fingerspelling story rubric to evaluate the stories.

Launch

- Ask the students if they remember some of the ideas you talked about for fingerspelling stories the day before. *Who can share with the class one of the fingerspelling stories that you or your partner created?*
- Tell the class that they are going to use the fingerspelling to create stories today for two new words.

Explore

- Point to the four-column chart and review the word cards and pictures that were introduced the day before.
- Circle around the room one student at a time chaining each word (fingerspell – sign – fingerspell)
- Tell students that they need to watch each student who is signing.
- Hand out the Word Matching Worksheet and have the students work independently on the worksheet.

- Explain to the students that they will be handed two new index cards and they will need to create new spelling stories.
- Assign new partners.
- Remind them to draw a picture on the backside of the card. Walk around the room and make sure all the students have a clear understanding of the meaning of their word
- Hand out index cards to each student and have them work with their partner to create stories.
- Hand out markers or colored pencils for them to draw the picture on the index card.
- When they have finished their story, ask to bring their attention to the front of the room. Ask for volunteers to come to the front of the room and share the stories they have created. Don't tell what the word is and have the other students guess what the word is after seeing the story.

Summarize

- Ask the students, *Were you successful? Did you create two stories?*
- Tell the students that they will take home an evaluation sheet again and share their story with an adult.
- Review the directions for the evaluation sheet with the group.
- Tell them that tomorrow they will be video taped doing their stories.

Story Presentation

Lesson 2.3

Standards

MA standard	CA Standard
Pre-K – 4 th Grade The Arts Disciplines: Theatre <ul style="list-style-type: none"> • 1.1 Read, listen to, and tell stories from a variety of cultures, genres, and styles • 1.4 Create characters through physical movement, gesture, sound and/or speech, and facial expression 	2 nd Grade Visual and Performing Arts: <ul style="list-style-type: none"> • 3.0 Role and Cultural Significance of Theatre • 3.1 Identify theatre and storytelling forms from different cultures

Objective

The students will create new fingerspelling stories and measured by their performance of the story and their video recording.

Materials

<ul style="list-style-type: none"> • Four-column chart (from lesson 2.1) • Helpful Feedback poster (from lesson 2.1) • Four -Column worksheet (Appendix B) 	<ul style="list-style-type: none"> • Video Camera w/ Tripod • Back drop cloth • Poster paper • Story Feedback form (Appendix B)
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In preparation, post the English/ASL chart and setup the video camera in a private corner for filming (have a solid backdrop for students to stand in front of). Photocopy the four-column worksheet for each student back to back. Have one copy of the story feedback form.

Motivation

By asking the students to work collaboratively and present their work to the class will keep them engaged in the lesson and motivated to participate.

Assessment

Formative – Contributions to whole group discussion and participation in group exercises.

Summative - Individual completion of the four-column worksheet.

Launch

- Have the students turn in their self-evaluations.
- Ask the students to share about who they told their story to and if the person understood it.
- Explain to the class that they will be recording their stories today. You will have an opportunity to practice your story with a partner.
- Ask the student for a few examples of helpful criticism or good feedback. Post the helpful feedback poster for the students to reference.
- Explain that the students will be giving feedback to themselves only.

Explore

- Allow five minutes for the student to practice their stories with the same partner from the previous lesson.
- Tell the students that you are only able to film one person at a time so they would need to work quietly at their seats. Hand out seatwork – four-column worksheet or any other work they need to do.
- Film the students one at a time. Tell the student he or she should introduce them self first and then tell what the four words are that they will be signing stories for.

- Gather all of the seatwork.
- Tell the students that you will have to edit the video before they can watch it, but you will discuss the story feedback form now.
- Post the helpful feedback poster on the front board.
- Place the story feedback form on the projector and ask the students to remind you of a few comments that could be helpful feedback.
- Go through the form and tell them that when they watch their video they will only be giving feedback to their own story. Tell them that they will need to think of a few things that they did really well and if there are a few things that could be improved they could write that too.

Summarize

- Explain that tomorrow's plan includes viewing and critiquing their stories that you taped.
- Why do you think I filmed your stories? How can that help us? How could these videos help you with spelling?

Story Critique

Lesson 2.4

Standards

MA standard	CA Standard
Pre-K – 4 th Grade The Arts Disciplines: Theatre <ul style="list-style-type: none"> • 1.1 Read, listen to, and tell stories from a variety of cultures, genres, and styles • 1.4 Create characters through physical movement, gesture, sound and/or speech, and facial expression 	2 nd Grade Visual and Performing Arts: <ul style="list-style-type: none"> • 3.0 Role and Cultural Significance of Theatre • 3.1 Identify theatre and storytelling forms from different cultures

Objective

The students will critique their fingerspelling stories and measured by the completion of their story feedback form.

Materials

<ul style="list-style-type: none"> • Fingerspelling video • TV/DVD player • Helpful Feedback poster (from lesson 2.1) • “At School” worksheet (Appendix B) 	<ul style="list-style-type: none"> • Video Camera w/ Tripod • Back drop cloth • Story Feedback form (Appendix B)
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In preparation, post the Helpful Feedback poster and setup the video camera in a private corner for filming (have a solid backdrop for students to stand in front of). Set up a TV/DVD player with the fingerspelling video in it. Photocopy the story feedback form and “At School” worksheet for each student.

Motivation

By asking the students to work collaboratively and give themselves feedback on their own work will keep them engaged in the lesson and motivated to participate.

Assessment

Formative – Contributions to whole group discussion and participation in group exercises.

Summative – Individual completion of the feedback form and second recording of the fingerspelling story.

Lesson 2.4

Launch

- Tell the students that they will be viewing the video today and that they will need to watch the own stories very carefully because they will be writing feedback for it.
- Post the helpful feedback poster
- Project the feedback form on the front board and ask the students to remind you of a few things that need to be filled out on the form. (positive comments & helpful feedback) Ask the students to tell you a few comments that would be used for feedback.
- Tell them that there is another part of form where they can circle if they want to film their stories again. Discuss that the reason to film again is to improve their story, so if they write down helpful feedback for themselves they can use that information to improve their stories.

Explore

- Discuss with the students being respectful while watching all of the videos.
- Play the video and after each one hand the student a feedback form to fill out. Wait to move on to the next set of stories for the student to hand back their form.
- Review the forms and decided who will be filming again.
- Give the students five minutes to practice with a partner – keeping in mind the feedback the recently wrote for themselves.
- Ask the students to stay in their seats quietly and work on the “At School” handout, while you tape again.
- Record one student at a time while the others do seatwork.

Summarize

- Ask for a raise of hands for those who thought that watching the first video was helpful. Raise hands for those who thought their second video would be improved from the first.
- Tell them that they will be tested during the next lesson.

Unit 2 Final Assessment

Standards

MA standard	CA Standard
Pre-K – 4 th Grade The Arts Disciplines: Theatre <ul style="list-style-type: none"> • 1.1 Read, listen to, and tell stories from a variety of cultures, genres, and styles • 1.4 Create characters through physical movement, gesture, sound and/or speech, and facial expression 	2 nd Grade Visual and Performing Arts: <ul style="list-style-type: none"> • 3.0 Role and Cultural Significance of Theatre • 3.1 Identify theatre and storytelling forms from different cultures

Objective

The students will spell all ten words correctly as measured by their final spelling test.

Materials

<ul style="list-style-type: none"> • Student Video Tape – Second set of stories • TV/ DVD player 	<ul style="list-style-type: none"> • Pencils • Lined paper
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In preparation, set up the student videotape in the TV/DVD player for viewing. Have lined paper and pencils ready.

Motivation

By having the students watch their video and comment on the positive aspects of their work they will stay engaged in the lesson and motivated to participate.

Assessment

Formative – Contributions to whole group discussion and participation in group exercises.

Summative – Individual test score of the ten spelling words.

Launch

- Ask the students how many were happy with their performance the day before.
Thumbs up if you thought your story was perfect?
- Tell them they are going to watch the second set of stories and then talk about what improvements they saw in the second set.

Explore

- Play the second set of stories for the students to watch.
- Ask the students to tell you some of the things that they saw improvements on. They can talk about their own video or someone else's, but only positive comments.

- Ask the students to arrange their desks for a test.
- Hand out a piece of paper and tell them to number it 1-10. They will be having a test on all the words. Remind them that they should use the stories to help them remember the spelling.
- Tell them to double check their answers before handing it in.
- Collect all the tests.

Summarize

- Ask the students to share their favorite part about making fingerspelling stories.
What was your favorite part? What was the hardest part? What was the hardest word to create a story for? What was the easiest word to create a story for?



Unit 3
The Written Connection

Lesson 3.1 – Story Time

Lesson 3.2 – Writing a Story

Unit 3 Assessment – Story Presentation

Story Time

Lesson 3.1

Standards

MA standard	CA Standard
<p>1st and 2nd Grade Beginning Reading: 7.4 Demonstrate understanding of the various features of written English:</p> <ul style="list-style-type: none"> recognize the distinguishing features of a sentence (capitalization, end punctuation) and a paragraph (indentation, spacing); identify the author and title of a book read aloud with fluency and comprehension at grade level. 	<p>2nd Grade English & Language Arts:</p> <ul style="list-style-type: none"> 1.2 Recognize and use the correct word order in written sentences. 1.5 Organize presentations to maintain a clear focus.

Objective

Students will create a picture model of their ASL fingerspelling story as measured by their storyboard illustrations.

Materials

<ul style="list-style-type: none"> Your favorite story Poster paper Markers Construction Paper (14" x 5") Poster paper titled "Good Feedback" 	<ul style="list-style-type: none"> Four-column chart (see appendix B for sample) Word/Picture cards (Appendix B) Teacher Comprehension Check (Appendix B)
--	--

In preparation, choose your favorite book, get poster paper, and photocopy the teacher comprehension check. See Appendix B for a sample picture of the storyboard.

Motivation

By asking the students to share their favorite story with the group and draw the sequence of events in their story they will stay engaged in the lesson and motivated to participate.

Assessment

Formative - Throughout the lesson, check in with the students to make sure they are contributing to whole group discussion and participating in group exercises.

Summative - At the end of the lesson, check to see that all students have completed the illustrations in the correct order for their storyboard and understand the meaning of the words illustration and author.

Lesson 3.1

Launch

- Ask the students to share what their favorite story is.
- Share with the class your favorite story. Read the students your favorite story.
- Ask the students to share what they would need to write a story. Create a list of things the students think they need to write a story. Record it on a poster board.
 - Paper
 - Pencil
 - Pictures
 - An idea or topic to write about (main idea)
 - Title
 - Words/Sentences (details)

Explore

- Tell the students that they will be writing stories just like the one you just read.
- The topic will be the same as their fingerspelling story.
- Ask the students to pick one of the words they made a fingerspelling story for. Tell them they will use that word to create a storyboard.
- Tell them that they will all be making storyboards.
- Model with the CAT story how they can recall their story and put it into a picture board. Divide a long piece of construction paper. Each letter of the word will be one box on the storyboard. (example: C-A-T, The cat has sharp claws. The cat licked its paws. The cat went to sleep.)
- Pass out the construction paper and markers. Have all the students write the word at the top of the paper, one letter in each box. Have the students draw pictures of what occurred in their story under each letter.

Summarize

- What part of the story did we create today, pictures or sentences? (illustrations)
- What is the next part of the story that we need to make it a book? (sentences)

Extension

- Discuss what an author and illustrator is.
- Ask the students to identify whom the author and illustrator of their book is. Have them fill out a front page with the title of their story and write their name as the author and illustrator.

Writing a Story

Lesson 3.2

Standards

MA standard	CA Standard
1 st and 2 nd Grade Beginning Reading: 7.4 Demonstrate understanding of the various features of written English: <ul style="list-style-type: none"> • recognize the distinguishing features of a sentence (capitalization, end punctuation) and a paragraph (indentation, spacing); • identify the author and title of a book • read aloud with fluency and comprehension at grade level. 	2 nd Grade English & Language Arts: <ul style="list-style-type: none"> • 1.2 Recognize and use the correct word order in written sentences. • 1.5 Organize presentations to maintain a clear focus.

Objective

Students will create written sentence for their storyboard as measured by their individual completed storyboard.

Materials

<ul style="list-style-type: none"> • Your favorite story • Poster paper • Markers • Construction Paper 	<ul style="list-style-type: none"> • White paper cards • Dictionaries • Sentence frames (if necessary)
--	---

In preparation, choose your favorite book to read, get poster paper, and cut white paper cards. Write sentence frames for students who need them. See Appendix B for a sample picture of the storyboard.

Motivation

By asking the students to individually share with their classmate will keep them engaged in the lesson and motivated to participate.

Assessment

Formative – Throughout the lesson check in with the students to make sure they are contributing to whole group discussion and participating in group exercises.

Summative – At the end of the lesson check to see that all students have completed an individual storyboard.

Lesson 3.2

Launch

- Ask the students to remind you of what they did during the previous lesson (3.1).
- Point back to the poster and ask the students which parts they have completed and which they think they still need for their stories. *What is it that we still need for our stories? Yes, writing. Will we use ASL or English to write our story? Yes, English. What are some important things we should remember when we are writing in English?*
 - Capital letter at the beginning of the sentence
 - Punctuation at the end of the sentence (. ? !)
 - SVO word order
 - Use a dictionary to find words you do not know how to spell

Explore

- Show the students your storyboard and the paper that they will be writing sentences on.
- Explain that they will need to use their pictures to help them write a good English sentence for what is going on. Ask them to tell you what they see in your first picture. Then model writing a sentence for the first box (The cat has sharp claws.) **Do not include punctuation and ask the students if everything is correct. Ask them to help you complete the sentence.
- Model one more sentence for the class.
- Pass out the storyboards and have them start writing their sentences. *Provide them with sentence frames if necessary.
- Remind them they the spelling needs to be correct so they may use a dictionary.
- As they work walk around the room and make sure they are writing complete sentences.
- As the students finish their sentences they must have them checked by you. When you have checked them and they are grammatically correct, they may write a final draft that will be glued to their storyboard.
- Hand white paper cards to the students who have finished for the final draft.

Summarize

- Have the students work in pairs to share their stories.
- Ask the students what part of the story they completed today. (sentences/details)

Unit 3 Final Assessment

Standards

MA standard	CA Standard
1 st and 2 nd Grade Beginning Reading: 7.4 Demonstrate understanding of the various features of written English: <ul style="list-style-type: none"> • recognize the distinguishing features of a sentence (capitalization, end punctuation) and a paragraph (indentation, spacing); • identify the author and title of a book • read aloud with fluency and comprehension at grade level. 	2 nd Grade English & Language Arts: <ul style="list-style-type: none"> • 1.2 Recognize and use the correct word order in written sentences. • 1.5 Organize presentations to maintain a clear focus.

Objective

The students will read the written portion of their storyboard, sign the story in ASL and show their illustrations as measured by their presentation.

Materials

- Teacher's sample storyboard
- Student's completed Storyboards

In preparation, have your completed storyboard and all of the student's completed storyboard. Clear a space at the front of the room for the presentations.

Motivation

By asking the students to present their final project to the class will keep them engaged in the lesson and motivated to participate.

Assessment

Formative – Contributions to whole group discussion and participation in group exercises.

Summative – Individual presentation of the storyboard.

Launch

- Tell the students that today they will be presenting their storyboards for the class
- Model presenting the teacher's sample. Read the title of your story and introduce yourself as the author and illustrator.
- Read all three sentences and then show the pictures up close to the class.

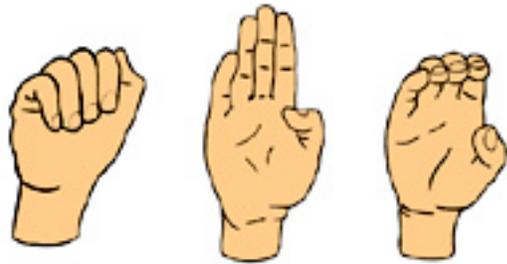
Explore

- Tell the students that you will give them five minutes to practice with a partner before they present.
- Pull names from a jar to determine partners.
- Monitor the practice to make sure students stay on task.
- Remind the students to be respectful and pay attention while each person is presenting.
- Ask for volunteers to present their storyboard. Remind the class to read the title and tell whom the author and illustrator is.
- Have each student present his or her storyboard for the entire class one at a time.

Summarize

- Put the what you need to write a story list back on the board and go through each item and check it off it is has been completed.
- Ask the students to show you thumbs up if they are proud of their storyboard.
- Tell them that you will be posting them in the classroom so that visitors can admire their hard work.

Curriculum Materials



Worksheets, Student Samples
and Rubrics

Appendix B Contents

This appendix contains worksheets for all of the units and student work samples. Everything has been organized by unit and in number order of the lessons.

Unit 1

- Word List
- Four-Column Word Chart Picture
- Fingerspelling Word Cards
- Sign Cards
- Picture Cards
- Sample Four-Column Chart
- Four-Column Worksheet
- Compare Worksheet
- Kate on The Coast
- Sample Fingerspelling Pictures
- Word Matching Worksheet
- Teacher Checklist 1.3
- Student Self-Evaluation 1.3
- Teacher Checklist 1.4
- Word Scramble Worksheet
- Letter Cards for Word Scramble
- Sample Guiding Questions
- Dear Pen Pal Form
- Dear Pen Pal Rubric
- Vocabulary Reference Page for Pen Pal Letter
- Pen Pal Letter Student Sample
- Sample Letter
- Story Practice (Ann's House)

Unit 2

- Word List
- Four-Column Word Chart Picture
- Fingerspelling Word Cards
- Sign Cards
- Picture Cards
- Sample Fingerspelling Video Instructions
- Story Worksheet 2.1
- Story Worksheet 2.1 Student Sample
- Word Matching Worksheet 2.2
- Student Self-Evaluation 2.2
- Student Self-Evaluation 2.2 Student Sample

- Story Feedback Form (teacher sample)
- Four-Column Worksheet
- Story Feedback Form (student copy)
- Story Feedback Form Student Sample

Unit 3

- Teacher Comprehension Check 3.1
- Story Board Picture (teacher sample)
- Story Board Picture (student sample)
- Story Board Written Sentences (student sample)

Unit 1 Word List

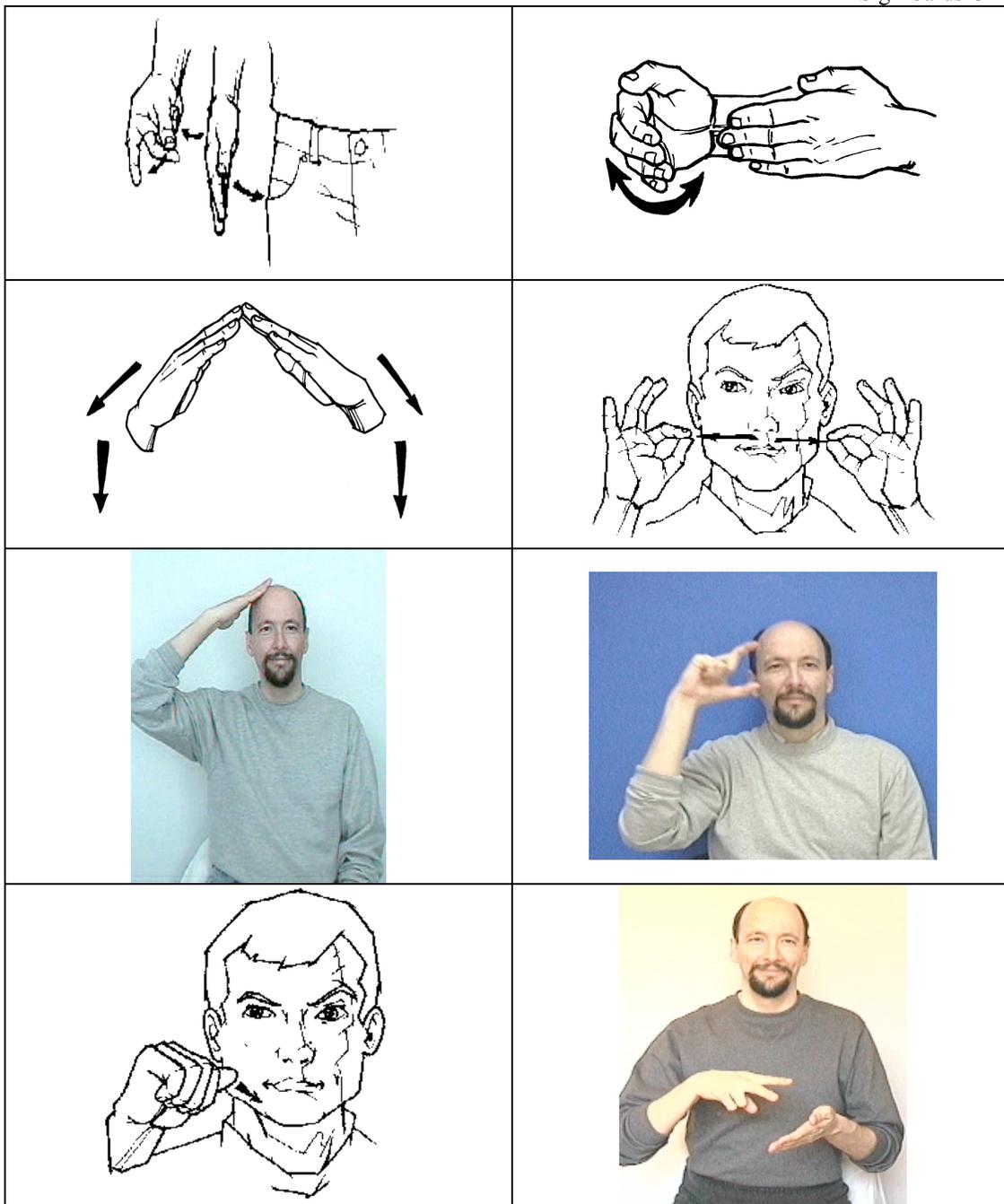
1. Cat		2. Hat
3. House		4. Dog
5. Run		6. Girl
7. Boy		8. Fish
9. Moon		10. Read

Fingerspelling	ASL	Picture	English
C-A-T			cat
R-U-N			run
D-O-G			dog
G-I-R-L			girl
H-O-U-S-E			house
R-E-A-D			read
F-I-S-H			fish
B-O-Y			boy
H-A-T			hat
M-O-O-N			moon

Four-Column Chart Sample

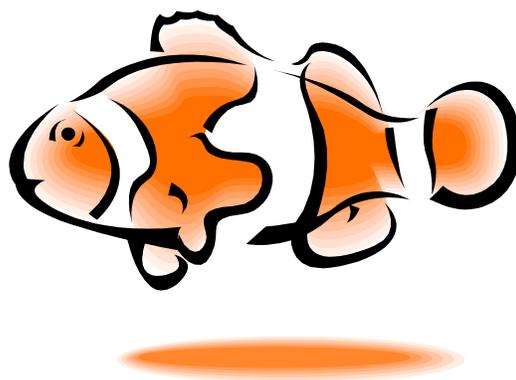
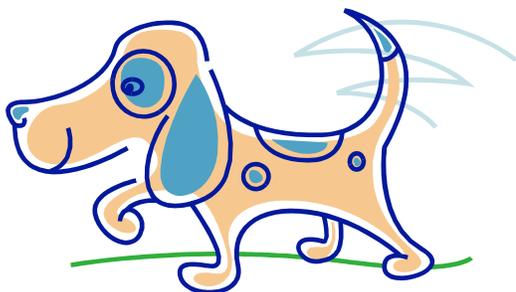
Fingerspelling Word Cards Unit 1

F-I-S-H	D-O-G
C-A-T	H-O-U-S-E
M-O-O-N	H-A-T
R-E-A-D	G-I-R-L
R-U-N	B-O-Y

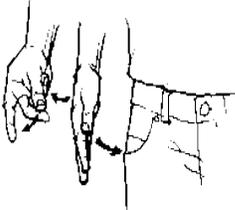
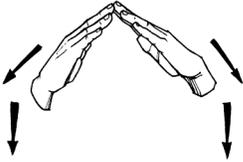
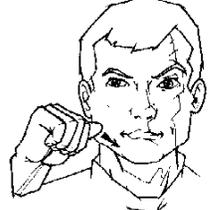


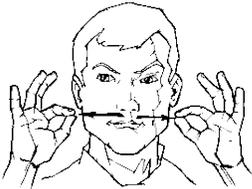


Picture Cards Unit 1





ASL Fingerspelling	ASL Sign	Picture	English Word
D-O-G			dog
H-O-U-S-E			house
H-A-T			hat
G-I-R-L			girl
B-O-Y			boy
R-U-N			run

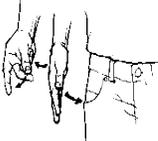
F-I-S-H	 A line drawing of two hands forming a sign for 'fish'. The right hand is a fist with the thumb pointing up, and the left hand is flat with fingers spread.	 A cartoon illustration of a clownfish, orange with white stripes, swimming to the left.	fish
C-A-T	 A line drawing of a man's face with his hands raised to his cheeks, fingers spread, representing the sign for 'cat'.	 A cartoon illustration of a grey cat sitting and looking to the right.	cat
M-O-O-N	 A photograph of a man in a grey shirt making the sign for 'moon' by holding his right hand up to his forehead.	 A photograph of a full moon in a dark sky with stars.	moon
R-E-A-D	 A photograph of a man in a grey shirt making the sign for 'read' with his hands held out in front of him.	 A cartoon illustration of an older woman reading a book to a young girl.	read

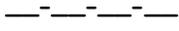
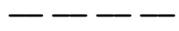
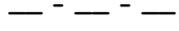
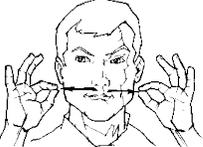
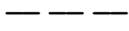
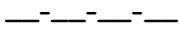
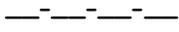
Name: _____

Four-Column Worksheet 1.1

Date: _____

Directions: Fill in the blank squares. Draw or write in the correct answer.

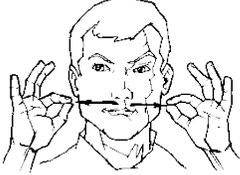
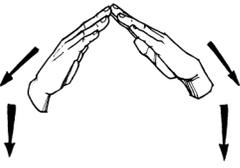
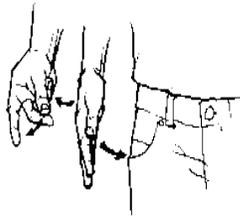
ASL Fingerspelling	ASL Sign	Pictures	English
_ - _ - _			dog
H-O-U-S-E			_ _ _ _ _
_ - _ - _			_ _ _
G-I-R-L			_ _ _ _ _
_ - _ - _			_ _ _
_ - _ - _			_ _ _

ASL Fingerspelling	ASL Sign	Pictures	English
			
			
			<p>moon</p>
			<p>read</p>

Directions: As the teacher fingerspells or signs a word, circle the matching picture.

Name: _____

Date: _____

ASL Fingerspell	ASL Sign
C-A-T	
H-O-U-S-E	
D-O-G	
H-A-T	
B-O-Y	
G-I-R-L	

Fingerspell your name please.

Completed task successfully? YES NO

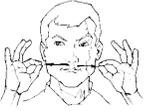
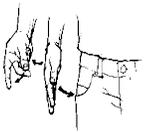
Sign your name please.

Completed task

Name: _____

Date: _____

Directions: Draw a line from the ASL sign to the matching picture. Across from the picture, write the word in English and ASL fingerspelling.

ASL	Pictures	English Word	ASL Fingerspelling
		_____	_ - _ - _ -
		_____	_ - _ - _ - _ -
		_____	_ - _ - _ -
		_____	_ - _ - _ -
		_____	_ - _ - _ - _ -
		_____	_ - _ - _ -
		_____	_ - _ - _ - _ -
		_____	_ - _ - _ -

Give an example of when we use spelling in ASL or English? Or why spelling is important?

Student's response:

Teacher Checklist 1.3

Student Name	Is the word spelled correctly?	Does the story concept match the meaning of the word?	Do others understand it?
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			

Student Self-Evaluation 1.3

Name: _____

Date: _____

Who I shared with:	Did they understand my story?	Did I spell my word correctly?	Do I need more practice?	Was it fun?
Name - _____	YES	YES	YES	YES
parent teacher counselor other	NO	NO	NO	NO

Student Self-Evaluation 1.3

Name: _____

Date: _____

Who I shared with:	Did they understand my story?	Did I spell my word correctly?	Do I need more practice?	Was it fun?
Name - _____	YES	YES	YES	YES
parent teacher counselor other	NO	NO	NO	NO

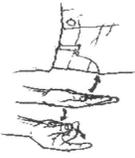
Teacher Checklist 1.4

Teacher assessment of the partner word scramble

Student's Name	Is the student on task?	Working with a partner or independently?	Spot check – ask one question
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

Word Scramble Worksheet 1.4

Name:
Date:

ASL Sign	Picture	English (glue letters here)
		
		
		

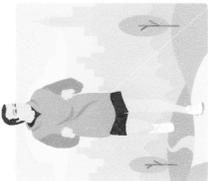
Word Scramble Worksheet 1.4

Name:
Date:

Name:
Date:

Word Scramble Worksheet 1.4

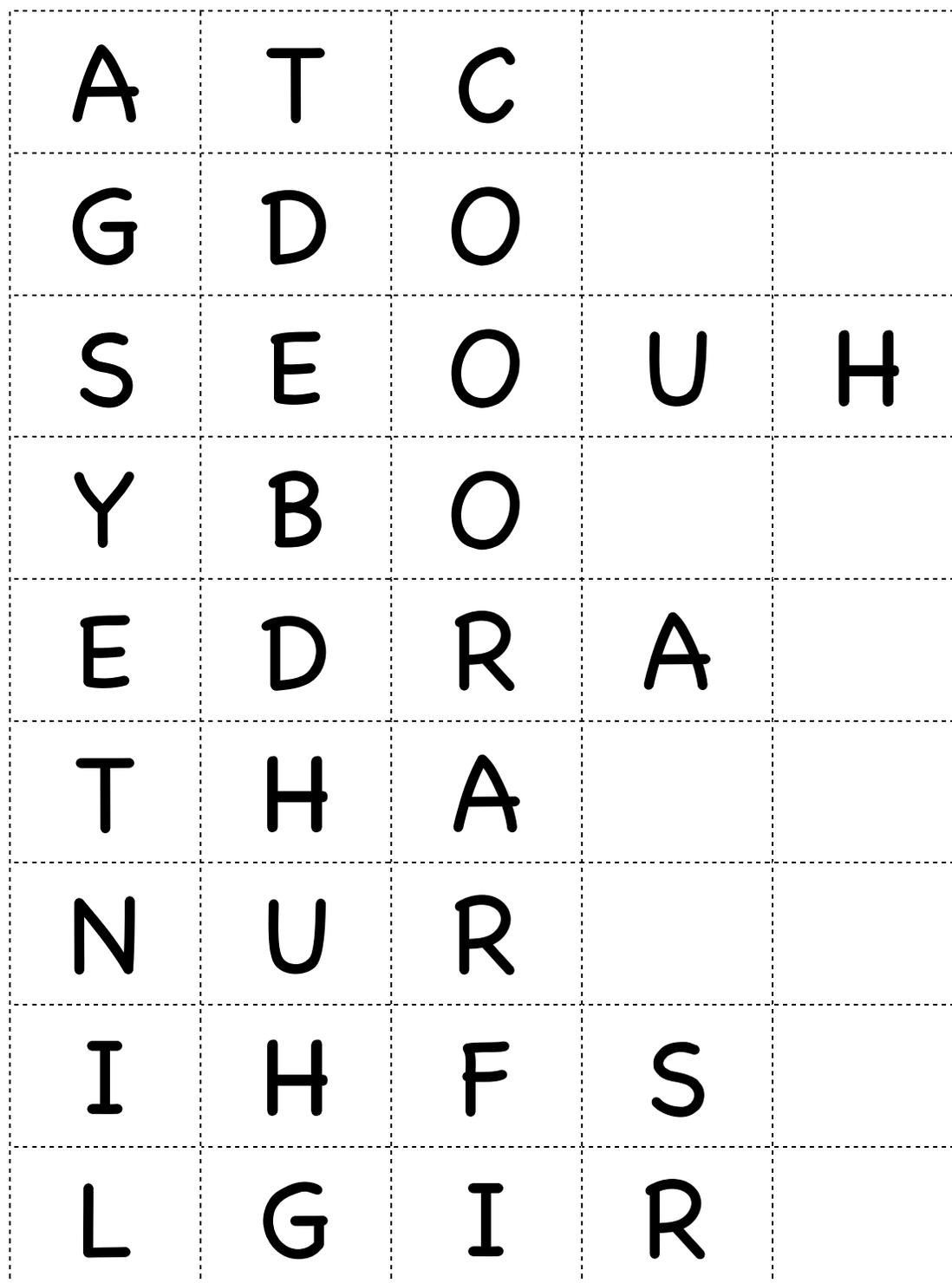
					

Word Scramble Worksheet 1.4

Name:
Date:

		
---	--	--

Letter cards for word scramble 1.4



O	M	O	N	
---	---	---	---	--

Sample Guiding Questions for Pen Pal Letter

1. What is your new pet?
2. What does your pet look like?
3. How old is your pet?
4. What does your pet like?
5. What does your pet not like?

Pen Pal Rubric

Name: _____

Date: _____

Directions: After you complete your letter, circle which number you believe you deserve. Staple this rubric to your letter and turn in to the teacher.

1	2	3
below average	average	above average
Student uses less than 5 spelling words or spells less than 5 words correctly.	Student uses 5-7 spelling words or spells 5-7 words correctly.	Student uses more than 7 spelling words or spells more than 7 words correctly.

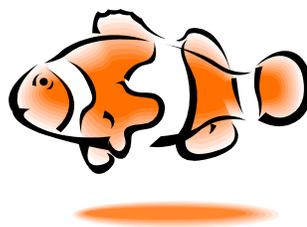
Pen Pal Rubric

Name: _____

Date: _____

Directions: After you complete your letter, circle which number you believe you deserve. Staple this rubric to your letter and turn in to the teacher.

1	2	3
below average	average	above average
Student uses less than 5 spelling words or spells less than 5 words correctly.	Student uses 5-7 spelling words or spells 5-7 words correctly.	Student uses more than 7 spelling words or spells more than 7 words correctly.



Dear Pen Pal...

Directions: Your pen pal wants to know about your new pet. Write a letter. Tell your pen pal about your new pet and why you like it.

3/27/06

date

Dear

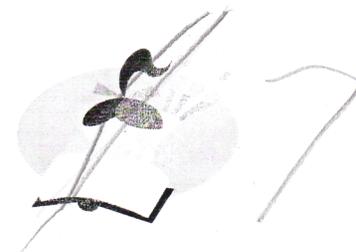
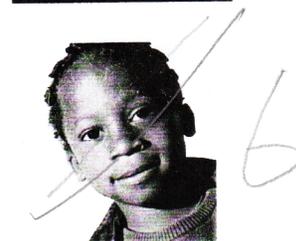
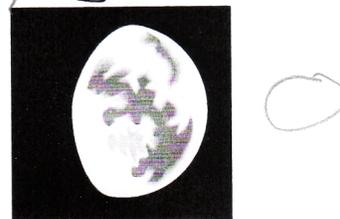
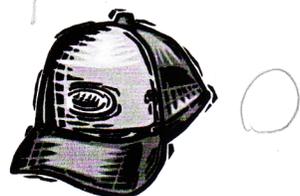
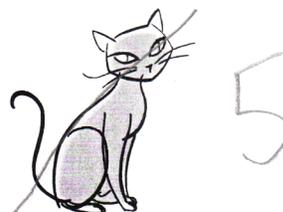
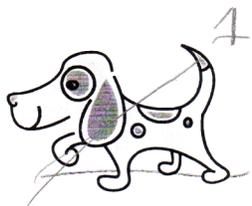
Rythe

Guess what I got new
 pet! My new pet is dog!
 It look like my old dog.
 It is 3 year old. It love
 to run and chase cat.
 It is boy! It hate girl
 dog and dog's house!
 It can to read, too!
 P.S. Good Luck for mcas

cousin
 Your friend
 Josh

Vocabulary Reference Page for Pen Pal Letter

Unit 1 Final Assessment



Pen Pal Rubric

Name: J.L.

Date: _____

Directions: After you complete your letter, circle which number you believe you deserve. Staple this rubric to your letter and turn in to the teacher.

1	2	3
below average	average	above average
Student uses less than 5 spelling words or spells less than 5 words correctly.	Student uses 5-7 spelling words or spells 5-7 words correctly.	Student uses more than 7 spelling words or spells more than 7 words correctly.

Dear Hayley,

Last weekend, my mom bought me a fish. Now I have one dog, three cats, and a fish. My fish is a girl. I named her Bubbles. Bubbles has a fish house in her tank so that she can hide if the boys are running around. I like to feed my fish in the morning.

I can't wait for you to visit, so you can meet Bubbles.

Your Friend,

Sicily

Name: _____

Date: _____

Directions: Read the story. Circle all the spelling words you see. Write the spelling words from the story on the lines below.

Ann's House

I have a friend named Ann. At school we run and play together. Last Saturday, I asked my mom, "Can I go to Ann's house to play?"

I like going to Ann's house. She has two fish, one cat and one dog. As we run around the house chasing the dog, her dad tells us to be careful. The dog's name is moonshine.

Ann and I enjoy reading stories to each other. We also like to play dress up. I always wear the big pink hat and pretend I'm a movie star. We have a lot of fun together!

Spelling Words:

1. _____

5. _____

2. _____

6. _____

3. _____

7. _____

4. _____

8. _____

Unit 2 Word List

11. Cookies		12. Rope
13. Funny		14. Cowboy
15. Hike		16. Tease
17. Rope		18. Silly
19. Camera		20. Clown

Fingerspelling	ASL	Picture	English
C-O-W-B-O-Y			Cowboy
S-I-L-L-Y			Silly
F-U-N-N-Y			funny
R-O-P-E			Rope
C-L-O-W-N			Clown
C-A-M-E-R-A			camera
T-E-A-S-E			Tease
A-N-G-R-Y			angry
H-I-K-E			Hike
C-O-O-K-I-E-S			cookies

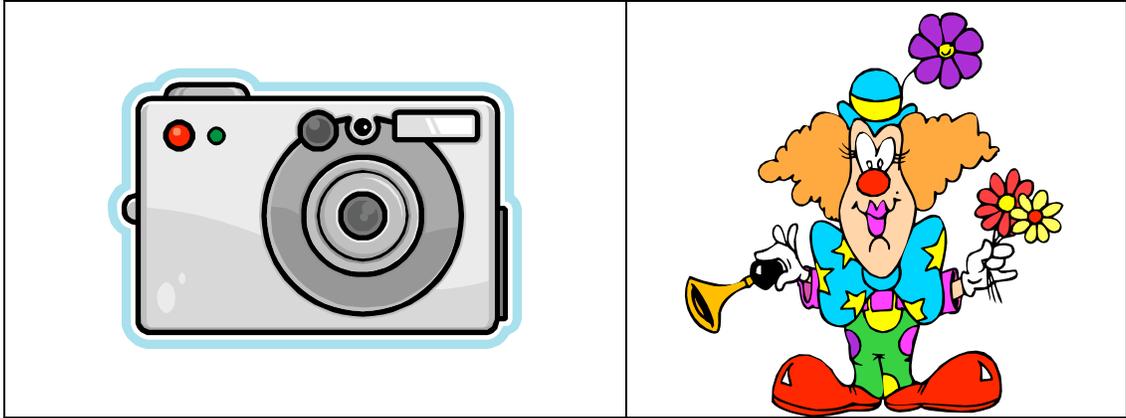
Four-Column Chart Sample

C-O-O-K-I-E	A-N-G-R-Y
F-U -N-N-Y	S-I-L-L-Y
H-I-K-E	T-E-A-S-E
R-O-P-E	C-A-M-E-R-A
C-O-W-B-O-Y	C-L-O-W-N









Sample Fingerspelling Video Instructions

To create a sample video of fingerspelling stories I would recommend either asking students who have had prior experience or asking adult friends to help you out.

There are many ways to go about creating the video. I asked friends of mine to create some stories for me and I filmed them. I allowed my friends to come up with any stories they wanted, I did not give them a specific list of words to follow. I used a handheld camcorder to film them all and then I downloaded the recording onto my computer where I was able to edit it. I edited the video myself with iMovie and then transferred it to Quicktime so that I could burn it to a DVD disk.

I compiled 10 different stories of various difficulty levels. I was able to use this video to show my students what the fingerspelling stories looked like.

Story Worksheet 2.1

Name: _____

Date: _____

The word that I signed was _____.

The word that my partner signed was _____.

Name: _____

Date: _____

The word that I signed was _____.

The word that my partner signed was _____.

Name: _____

Date: _____

The word that I signed was _____.

The word that my partner signed was _____.

Teacher Question: Tell me one way to give positive feedback.

Student Response:

Name: Emily
Date: 4/2008

The word that I signed was Tease and hike!

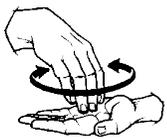
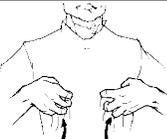
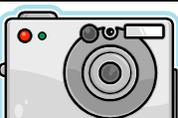
The word that my partner signed was funny!

Word Matching Worksheet 2.2

Name: _____

Date: _____

Directions: Draw a line from the ASL sign to the matching picture. Across from the picture, write the word in English and ASL fingerspelling.

ASL	Pictures	English Word	ASL Fingerspelling
			— — — — —
			— — — — —
			— — — — —
			— — — — —
			— — — — —
			— — — — —
			— — — — —
			— — — — —

Student Self-Evaluation 2.2

Name: _____

Date: _____

Who I shared with:	Did they understand my story?	Did I spell my word correctly?	Do I need more practice?	Was it fun?
Name - _____	YES	YES	YES	YES
Circle one: parent teacher counselor other	NO	NO	NO	NO

Student Self-Evaluation 2.2

Name: _____

Date: _____

Who I shared with:	Did they understand my story?	Did I spell my word correctly?	Do I need more practice?	Was it fun?
Name - _____	YES	YES	YES	YES
Circle one: parent teacher counselor other	NO	NO	NO	NO

Student Self-Evaluation 1.3

Name: D. D.C.Date: 1/1/20

Who I shared with:	Did they understand my story?	Did I spell my word correctly?	Do I need more practice?	Was it fun?
Angela (mom)	<input checked="" type="radio"/> YES	<input checked="" type="radio"/> YES	<input type="radio"/> YES	<input checked="" type="radio"/> YES
Name - mom	<input type="radio"/> NO	<input type="radio"/> NO	<input checked="" type="radio"/> NO	<input type="radio"/> NO
<input checked="" type="radio"/> parent <input type="radio"/> teacher <input type="radio"/> counselor <input type="radio"/> other				

Story Feedback 2.3

Name: _____

Date: _____

Storyteller: _____

WOW!! Great job on...	You could improve on...
<ul style="list-style-type: none">•••	<ul style="list-style-type: none">••

Circle One:

I would like to tape again

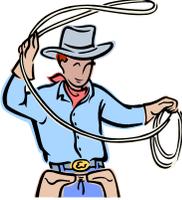
I am satisfied with my video

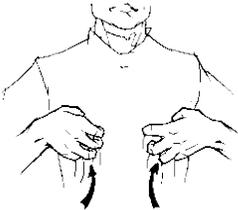
Name: _____

Four-Column Worksheet 2.3

Date: _____

Directions: Fill in the blank squares. Draw or write in the correct answer.

ASL Fingerspelling	ASL Sign	Pictures	English
_ _ _ _ _			Clown
C-O-W-B-O-Y			
_ _ _ _ _			
R-O-P-E			
_ _ _ _ _			
_ _ _ _ _			

ASL Fingerspelling	ASL Sign	Pictures	English
<p>— _ — _ — _ — _</p>			
<p>— _ — _ — _ — _</p>			
<p>— _ — _ — _ — _</p>			
<p>— _ — _ — _ — _</p>			Tease

Story Feedback 2.4

Name: _____

Date: _____

Storyteller: _____

WOW!! Great job on...	You could improve on...
<ul style="list-style-type: none"> • • • 	<ul style="list-style-type: none"> • •

I would like to tape again

I am satisfied with my video

Story Feedback 2.4

Name: _____

Date: _____

Storyteller: _____

WOW!! Great job on...	You could improve on...
<ul style="list-style-type: none"> • • • 	<ul style="list-style-type: none"> • •

I would like to tape again

I am satisfied with my video

Story Feedback 2.4

Name: _____

Date: _____

Storyteller: _____

WOW!! Great job on...	You could improve on...
<ul style="list-style-type: none"> • • • 	<ul style="list-style-type: none"> • •

I would like to tape again

I am satisfied with my video

Story Feedback 2.3

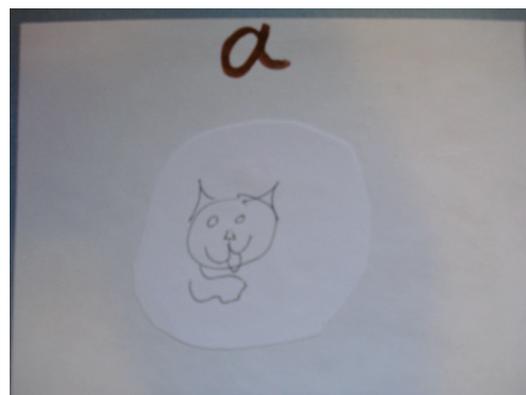
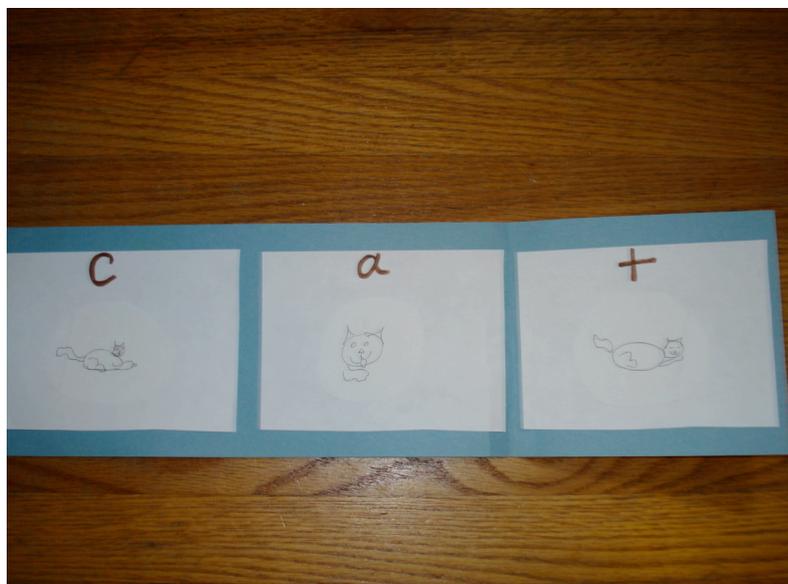
Name: Dylan
Date: _____

Storyteller: Dylan

WOW!! Great job on...	You could improve on...
<ul style="list-style-type: none">• Facial Expression• Sign clear• body movement	<ul style="list-style-type: none">• Signing box• Eye contact with camera

Teacher Comprehension Check 3.1

Student's Name	Point to your illustrations.	Who is the author of this story?
1.		
2.		
3.		
4.		
5.		
6.		



Teacher Sample



Student Sample