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UNIVERSITY OF CALIFORNIA, SAN DIEGO

Authentic Language Experience in Action for ASL and English

A Thesis submitted in partial satisfaction of the requirement for the degree

Masters of Art

in

Teaching and Learning: Bilingual Education (ASL-English)

by:

Regina N. Nelson

Committee in charge:

Tom Humphries, Chair  
Bobbie Allen  
Cheryl Forbes

2014

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Chair

University of California, San Diego

2014

## DEDICATION

In recognition of completing my master's thesis following the requirements of the Master's of Arts in Education Studies using a Bilingual/Bicultural approach, I would like to dedicate my thesis to my family and their integration of Deaf culture during my upbringing. For without them, I would not be exposed to the beauty of ASL and the signing community.

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I am fortunate to have worked with my colleagues, the “Pi” group at UCSD and to have the opportunity to learn from each other as we go through the process of writing our theses. Blake and Courtney have come so far in their studies, taking the amazing opportunity to test their curriculum plan at a residential school for the Deaf. I have gotten to know Megan more as a team member at our teaching placement this spring.

ABSTRACT OF THE THESIS

Authentic Language Experience in Action for ASL and English

by

Regina N. Nelson

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

University of California, San Diego, 2014

Tom Humphries, Chair

Deaf and hard of hearing students with multiple disabilities endure struggles in closing the gap in their academic years and opportunities for progress is researched far and in between. The need for early intervention in formal language development in ASL-English is critical for their future. Little research is done in the area of using Community Based Instruction in combination with an Authentic Language Experience. I've implemented a curriculum in relation to language experience embedded in community outings that addresses the issues for our students with multiple disabilities. Student motivation increases in an authentic situation for ASL and English dialogue, providing them with dual access in both crucial life-skills for socialization and academics.

My curriculum takes place in a self-contained Deaf and Hard of Hearing classroom with multiple disabilities. I had a classroom of seven students who participated in the curriculum design with varying needs. I used field notes, copies of student work, and an assessment inventory supported by pictures as evidence of the results. Due to student absences or academic pull-outs, not all students were able to participate 100%. Also students were at varying levels of writing stages from letter recognition to sentences.

Students were measured on their capabilities of learning new ASL vocabulary/phrases as well as the ability to read and write English vocabulary/phrases. They demonstrated improvement in learning new ASL vocabulary appropriately was 8 out of 10 times for 7 students. In using ASL sentence frames in a structured, role-playing environment, students signed the phrases on average 7 out of 10 times. Students were able to transfer the ASL phrases into English writing 4 out of 10 times. Results demonstrated that repeated exposure to English and ASL through authentic language experience via community based instruction is needed to ensure success for students who are Deaf with additional disabilities.

## I. INTRODUCTION

*“I can remember the frustration of not being able to talk. I knew what I wanted to say, but I could not get the words out, so I would just scream.” –Temple Grandin*

Issues in education for our students who are Deaf/Hard of hearing includes multiple disabilities, family involvement in ASL, strategies in supporting their child’s integration with peer involvement, and exposure to real-life connection to language.

Going into the classroom, I was introduced to a specialized curriculum used for students with special needs for integration into real life skills out into the community. They had the opportunity to do this on a weekly basis as a group to get into an authentic setting to learn about new themes, social skills, and application from the classroom to realia. The research related to the CBI experience focuses solely on work-related skills and development with little emphasis at the elementary school level. There is a lack of research that focuses on Community Based Instruction with the Language Experience Approach integration between ASL and English.

The curriculum focus is divided up into four units with the underlying theme of responsibility and the Focused English Language Development framework adapted to ASL to include both languages. The first unit Animals includes visits to the public library, the zoo, and SeaWorld. Students spend a lot of time learning vocabulary for each animal and categorize them based on their features whether one would see them at the zoo or SeaWorld. Creation of two classroom books is part of the second unit, where students transfer ideas in ASL into reading/written English. Students transition into the third unit, Pets, and have the opportunity to learn what it means to take care of a fish, visit the animal shelter, and encounter domesticated animals up close. They delve into writing their third book on memories of getting a classroom pet

fish. The extension of role-playing and learning about the Vet becomes a part of the student experience in comprehending the meaning of responsibility and how to take care of our animal.

My goals would face these issues and mitigate the losses in formally communicating life experiences and improve interaction using language. Integration of peer role models has benefits for all students in reading and writing development from translating ASL to English. Students who are more independent would model good habits such as utilizing reading strategies to decipher text, observing and identifying vocabulary out in the natural environment to help support those who are new to formal vocabulary in ASL or the reading/writing process. They would all be challenged to their fullest potential for involvement.

In the past in another school setting, I've seen huge academic gains in reading and writing development in students with multiple disabilities participating because of the heightened expectation of the group as a whole. Thus, my goals include: 1. Guide students in choosing pictures of events, community outings (CBI) relevant to them as symbolism of their interests while leading discussions and talks about their experience represented through ASL and written English. 2. Inspire and allow students take on the role to create new stories of shared experiences, use commands and follow direction in ASL. 3. Create an environment for peer-to-peer interaction and empowerment.

## II. MY APPROACH

There are various considerations that focus on the bilingual development in education for the students' cognitive benefits, using motivation to foster receptive and productive language skills across the curriculum. I will discuss what type of modality I plan to use in the curriculum for students, access to language to prevent linguistic deprivation, reading development, creation of a network of support for parents to support language growth and the environment to do so in the community, as well as the use of Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP). Using a bilingual approach for our students will enhance their learning experience by providing them with the tools they need to develop both ASL and English.

In using a form of modality to promote bilingualism, I chose to focus on the Interdependence of Languages which derives from Cummins' theories along with the support of the Threshold Hypothesis in the first and second language development. Behind the theory of Threshold Hypothesis is obtaining a level of competence threshold in order for our children to avoid cognitive delays. A second language needs to be used regularly to achieve bilingualism in attaining positive cognitive growth (Cummins 1976, 1979, 1981). In the dominant culture, students can either feel empowered or disabled depending on how their language, its use, culture, support and community are incorporated in the school setting for their students (Cummins 21). Cummins discusses the need to promote minority languages. His studies showed that students did just as well in the second language as native speakers (Cummins 20). This means that our Deaf students need to have a strong foundational first language that is valued in order to have success

in the second language. Once students acquire the skills in ASL, English becomes easier as a second language as a way to communicate with the general majority.

Because of the ease of access in the reception of ASL, rather than concentration on practicing listening skills in English initially, it makes sense as a visual language for our Deaf and Hard of Hearing and special needs population as an addition to comprehending the spoken language. ASL is more natural and requires no auditory medium to receive the input from, whereas picking up English as a spoken/listening form of communication requires efforts from the students in lip-reading, listening skills, use of an amplified FM system, and training in listening development. In terms of a bilingual-bicultural curriculum, ASL is recommended as a first language and is a medium of communication for ease into English (Nussbaum, Scott, & Simms 16). In a meaningful, structured environment for language development, it makes sense for students to go from ASL, reading English text/translating it into ASL, using spoken/listening English input with support, into writing English text. The reason that spoken English use along with ASL works is because “The brain has the capacity to acquire both a visual and spoken language without detriment to the development of either, and there is no documented evidence demonstrating that ASL inhibits the development of spoken English (Marschark & Hanser, 2012)”.

There needs to be more mainstreamed recognition about how “the structure of ASL is different from English and is a natural language (Liddell, 1984).” Students need to have full access to both, not as partial languages, but fully developed systems for them to achieve better success in their academic work. This means that both the English and signed languages need to be separated to be used at appropriate or designated times throughout the day. The uses of different languages are always at work. For example, when a Deaf child is using spoken English to communicate, he or she is processing the conversation in ASL. No language is completely deactivated (Grosjean, F. 1992). Rather than providing our D/HH students with surface or

superficial exposure to ASL or English, we need to make sure that they have open doors to conveying ideas with tools for multiple language use. This means providing full access to both English and ASL. “Bilingual children cognitive development: score higher on verbal and non-verbal intelligence tests... students demonstrate greater mental flexibility/are often creative (Pears and Lambert 1962).”

Other countries are ahead of the United States in academics as they have proven to be renowned for their education systems in place which includes the implementation of a bilingual/multilingual curriculum for their students, which is the opposite of what we’ve traditionally focused on in the United States. Our ideology needs to be flexible in change from an “English Only” stance to becoming more inclusive of different languages for the benefit of our students’ cognitive and social development (Singleton & Morgan 355). For example, In Denmark, parents and teachers were involved actively to support a bilingual approach in sign language and the majority language in order to be on par with hearing students. This created a demand for a high quality education for Deaf children (Mahshie 58) “Many Deaf children in Sweden and Denmark, like the children in this class, acquire their first language naturally. They are not taught; but rather, learn through interaction with their peers, caretakers, and parents (Mahshie 60)”. This is an example of a student centered environment which follows the practice of listening to children in the classroom. A natural environment promotes student inquiry and the motivation to use a formal language to communicate their ideas across.

In terms of reading development from ASL into English, the research conducted by Hoffmeister showed that it strongly correlates with intensive ASL exposure at an average of 70% versus exposure to MCE or lack of exposure to ASL at 43% (Hoffmeister 155-157). This shows that ASL does not interfere with the progression of English literacy skills, but enhances it. In another study related to ASL and reading ability, the three factors that correlated with bringing



achievement were, “d/Deaf parents, age of detection, and length of time the child has been in school (tenure) (Padden and Ramsey 171)”. A negative factor in correlation to reading was the presence of handicaps, or multiple disabilities (Padden and Ramsey 171). Deaf children who are given the opportunity to converse with other children as well as a rich language experience at home are much more likely to have a strong foundation in transference to a second language with ease. These children are able to worry less about language acquisition, the foundation, and more about obtaining information from the text they are reading in English. Especially since students with multiple disabilities are most at risk with reading development, I want to make sure that my students are receiving rich input in ASL through socializing with language role models and are receiving support in feedback in ASL throughout the curriculum in order to increase their confidence in translating into English once they reached a point of fluency. This is also specific to my students who do have very limited access to spoken English and are more comfortable in conveyance of ideas through sign language.

For students who have access to more hearing and thrive in receiving auditory input, there is a strong correlation of using gestures to supplement development in speech as shown in “Gestural communication in oral deaf mother-child pairs: Language with a helping hand? (De Villiers, Bibeau, Ramos, & Gatty 41-53)” Deaf children with hearing parents develop a gestural system in order to get their ideas across to their family. Symbols are developed to match up the representation of English words, providing a scaffold to speech and spoken language. Early in language development, both deaf and hearing babies tend to use gestures such as pointing or begging to get what they want or need prior to a spoken language (Adamson, Bakeman, & Smith 1990; Bates et al. 1979). In comparison, hearing children rarely use iconic gestures in sentences, whereas deaf children form them naturally (Goldin-Meadow & Morford, 1985; Volterra, 1987). The study done is an example of how gestures or using a signed coding system enhances spoken language naturally which is turning around the common belief that signing deters speech.

“Because 92-97% of deaf children are born into normally hearing families which are not familiar with any sign language, most deaf signers learn sign language outside their home, frequently at an age beyond that at which language acquisition usually occurs (Mayberry & Fischer, 1989)”. The deaf child’s cognitive development and maladjusted behaviors begin with lack of communication at home. Parents need to be involved with their child’s language development in their home language as well as their ASL and English. The community and school environment should be inclusive of language development for the D/HH child through involvement such as CHOICES for example, which is one of the resources available for families. CHOICES for parents provide them with services, resources, networking, in-home support, training, workshops and conferences. In “A Collaborative Effort” in the Odyssey Issue 2012, there is a discussion in how CHOICES in Illinois for Parents provides outreach support with family who have deaf and hard of hearing babies for early intervention in language/cultural development for them (Aguilar et al. 1-2). They have an opportunity to learn positive behavioral management skills with their child to help reduce frustrations in communication and they provide a place for parents to share their experiences about the process. Parents are part of the community with resources that they can obtain more easily for the needs of their family’s involvement with facilitation of interacting with a Deaf family member (Aguilar et al. 4). They are a great example of setting up a school-to-home connection for early intervention and support. I would like to be able to refer parents to a program similar to CHOICE in helping them to understand options and strategies to utilize in the home environment as well as to supplement their outreach to parents to my families with Community Based Instruction experience, and ASL language development.

In the classroom, I want to provide a mean for motivation in the learning process of a new language. For example, “Learn from the Child” (Heinemann) set up a good guideline as follows: There is no right or wrong answers. Learn what the child values about the event. Make sure you have interpreted the child accurately. And what will you do next? This means asking open ended

questions such as, “What do you see in this picture,” “What can you tell me about this,” or “What was your experience (Heinemann 16-17).” Students are given the freedom to discuss what happened without being penalized or corrected. Teachers rephrase what they got from the student to clarify understanding of the subject. Explanations in ASL are translated into English by the teacher facilitating the project. Ask students, when appropriate, what happens next in creation of a classroom book. A student-centered classroom allows for more open discussion and promotes motivation in participation of academic activities.

In connection to the activity, I want to emphasize the pedagogical practice in “Listening to Children” (Heinemann) which allows for student-centered learning and encouragement in conversation without searching for a clear cut right and wrong answer (Heinemann 16-18). Dialogic Inquiry- conversational exchanges between teachers and students, initiating responses to each other instead of dictating knowledge, students figure it out through guidance in their construction of knowledge (Mayer et al 2002). This allows for flexibility in student expression through language and includes their thoughts into consideration when the classroom teacher acts as a facilitator in class conversation. It brings out encouragement that shows value in each student thought processes instead of telling them what to know.

BICS is informal conversation with reduced content in order for the students to receive full access to what is going on (Cummins 1979). In using BICS this will reduce the barriers many students with multiple disabilities have when conversing with peers. Although initiating BICS is essential for those who need the foundational skills for communication, early intervention needs to take place for the D/HH (Deaf and Hard of Hearing) population, especially those with multiple disabilities, for language development. It is essential that these students receive assistance in language development between the ages of 0-5 years old which marks the importance of early identification of a hearing loss and/or multiple disabilities. Typically, the students with multiple

disabilities do not receive adequate intervention until after the age of 5 and are identified later. This delays their progress in the use of BICS, but the students have the potential to make up for loss in their language development through motivation in a natural setting.

In the past, I worked with one student with CHARGE syndrome who was severely behind in formal language acquisition in a spoken or signed medium. CHARGE stands for Coloboma of the eye, Heart defects, Atresia of the chanae, Retardation of development, Genital/urinary abnormalities, and Ear abnormalities/deafness. At the age of 6, another teacher and I exposed and foster the child's use of sign language to communicate which, in turn, reduced his frustrations. He was able to achieve a threshold of BICS in a matter of 2 years with exposure to ASL, as well as gained ground in writing simple sentences and reading text in English independently. Unfortunately, he is still delayed in language acquisition when compared to D/HH peers, but he had worked to gain back five years of language in two years.

Pedagogy in language development for children is also varied dependent on their socio-economic background, and use of a native language other than English at home. Flexibility needs to be given to these students for construction of individualized goals towards communication. When English is not used at home, it means that transference needs to be taken into consideration from their native language into English. For D/HH students, this means transference from their native language into ASL and then English. Their course work and experiences in school needs to be adapted to their level of BICS (Walqui 13). Socio-economic status makes a huge difference in the amount of access and intervention the student receives in academic achievement. Students on the lower end of their socio-economic status need support from their schools and families since it takes them longer to develop literacy skills in English (Walqui 15). Immigration status makes a huge difference in the students' lives in an academic setting. Legal immigrants have security, but may not be accepted by other people in the country based on how they are viewed.

Undocumented immigrants do not have access to higher education even after achievement in schools and proficiency in English. Schools that focus primarily on English only, as influenced by Proposition 187, have students that miss out on social integration, sense of self and academic progress (Walqui 18).

CALP is the classroom language that associates with “higher order thinking skills, such as hypothesizing, evaluating, inferring, generalizing, predicting, and classifying” (Cummins, 1996, p. 57). Students learn best from firsthand experience, which is higher order thinking: application, analysis, synthesis, and evaluation (CALP). BICS is developed and CALP may be fostered for higher order thinking skills to be used. Students who are strong in their ASL skills are able to use academic language to discuss the application of the events taking place, synthesize their environment, and evaluate what happened. They become great role models receptively for the students who are working on developing their language skills. It sets a higher precedent for the students in exposure to using CALP through an ASL to English modality.

I believe that my project will fill the need for language development in ASL and English for D/HH students with or without multiple disabilities through supporting the transference from their first language to English. This can be successful through support from the community, peers, families, early intervention for language exposure, the use of BICS to CALPS appropriately, and following good models that yield positive results to use as strategies for language motivation. Factors such as lack of early intervention, multiple disabilities, and socio-economic status can impact the child’s development in language acquisition. As educators, we need to intervene and provide the best possible options with a wide variety available to our D/HH students.

### III. THE NEED FOR THIS PROJECT

Before students in D/HH classrooms can access formal language, they need to build a schema in order to connect to what is going on. Students need to use either a visual or auditory language to ask for help, get their needs and wants across. The motivation in use of language comes from Maslow's Hierarchy Needs in building from Physiological Needs, Safety and Security, Love and Belonging, Self-Esteem to Self-Actualization (Maslow 1943). Experiences in developing a formal language is the most natural way to communicate. Upon the use of formal language through dialogue, selecting memoirs from the trips outside of the classroom initiates conversation ranging from BICS to CALP. Students start to see their ideas in ASL being translated into English writing, providing them access to literacy and transference of language.

There is almost no chaining of vocabulary occurring in D/HH classroom, typically at mainstream schools, which is important for ASL to English connection to literacy. In my curriculum, vocabulary will be frontloaded with the picture using finger spelling in ASL, the ASL term, to spoken English so students can familiarize themselves with what they'll find out in the community. When exposed to reading text, spelling out a new word, attaching a sign to it, pointing to the written word, and saying the word (when applicable) it instills new meaning into the student's schemata. They're then able to categorize where certain objects go in certain themes such as "Animals," "School," "Food" and so forth. Another way to help students attach understanding of English is through sandwiching which is saying then signing the word a few

times to develop meaning. This is exposure to both languages, showing translation of the vocabulary itself from the written form to signed and spoken modalities. Both chaining and sandwiching is foundational in front-loading new vocabulary words connecting it to the students' CBIs in making meaning of new concepts.

Many students do not have the opportunity to discuss what they see in their environment since there is a lack of a student centered discussion in the regular classroom. Students usually gain communication skills through interactions with their families which is particularly crucial to develop from birth to the age of 5. Deaf and Hard of Hearing students with families who are not familiar with communication strategies tend to fall behind in conversing naturally. We have the opportunity to show parents what they can do to support their child's unique opportunity for substantial language growth through our community outings.

We need a paradigm shift from a Deficit Model to a Bilingual Model in Deaf education for multiple disabilities. Even in schools for the Deaf, there is a lot of exclusion of children who have multiple needs in addition to being deaf and hard of hearing. These students are in crucial need of ASL development, especially those with limited expressive language such as students with Autism Spectrum Disorder. The curriculum would address these issues and provide a mean for language development in English and ASL, gaining life experience, and inclusion into both the life skills and academic component to help fill in the gaps. The curriculum is general in the sense that students are able to make gains at their own pace in an individualized setting which allows for student-centered learning. It stems from an existing model in special education in Independent Life Skills (ILS) for students with moderate-severe disabilities into a combination of Language Experience Approach essential for language acquisition and transference for D/HH education. Difficulty of the curriculum can range from basic life learning skills to academically challenging in ranging from lower to higher order thinking, with the end goal being that students are always

challenged in their thought processing with progression in language development. Students are given the flexibility of using CBIs as a way to gain experience and use of basic vocabulary to creating organized arguments. This becomes relevant for D/HH students in creation of peer-to-peer empowerment as well as academic and language growth from customized experience in basic to complex forms of communication in ASL to English



#### IV. EXISTING RESEARCH

##### Community Based Instruction (CBI) Component:

There is a lot of research, especially from the early 1990's that support the use of CBI in special education. The use of Community Instruction has been in place throughout history with documentation from the fifth century as a form of therapy (Csapo 1). The target audience is toward students with moderate to severe needs that benefit from ILS as an alternative method to academic skills, preparing them for life after school ends with an easier transition to finding work. I want to expand the use of CBI to the use of an academic and language overlap with integration of typical D/HH peers. There is an abundance of information that supports the use of the curriculum as an adaptation to life skills for students especially at the secondary level of education, but not much of a focus towards language development for students at the elementary level.

In "Designing Community-Based Instruction," the research focuses on the development of the CBI through analyzing performance demands that provide a foundation for matching students to the environment that best prepares them for the workforce after high school. This is done through selecting the training sites for instruction, sequencing the sites/tasks for instruction, conducting baseline probes, selecting a chaining strategy, selecting an assistance strategy, correction procedure, organizing data collection, and monitoring student performance (1990). Students go through the process of interviewing for job positions and working in a skill set that matches their interests. In the duration of working, educators take data to track how their students are doing which indicates whether students need extra support or can perform the task with the

transfer of responsibility from the 3<sup>rd</sup> party to their own as the ideal goal. This research is not applicable for students at the elementary level using CBI as a way to develop language and social skills to use to expand their schemata, but it does identify what the goal for students would be at the high school level with language and includes social skills as part of the hidden curriculum through natural interaction.

In *Community-Based Instruction: Its Origin and Description* (Csapo 1991), the article describes the historical perspective of CBIs, influence, and characteristics of it. It explains the main reason why CBI emerged in Special Education. The reasons include the philosophy of normalization, the emphasis on consumerism, deinstitutionalization, de-medicalization, black and women's civil rights movements, legislation mandating education for all children, international policy statement, the spread of physical and instructional integration, the introduction of community-based rehabilitation in developing countries, the development and spread of behavioral technology and research, better understanding of the learning process of a child with disabilities, and expressed desire to develop independent skills for living in the community (Csapo 5). The researchers discuss the reasons why CBI has become involved in special education, but it does not make it explicit in how it benefits language development out in the community as well as experiences that can be used with an academic overlap. In knowing about the origin of Community Based Instruction, my goal is to expand on this practice to include language experience for those who have been deprived of it and attach it to Language Arts inside the classroom in transference from ASL to English.

A survey in *Teacher's Views of Community Instruction* (Westling and Fleck 1991) was given to pre-service teachers in implementing a CBI curriculum in documenting their feelings and thoughts about using this method with their students. The result shows as follows: the Importance of Community Training is considered more beneficial than traditional classroom based programs

by all the respondents who are teachers in the Special Education program. Appropriateness of Community Training Procedures indicated that 3 hours on average was enough to spend per week in the community setting with attention to 1-2 students at a time. All the respondents indicated that they wished to incorporate CBI into their instructional program with the reasons that it reduces problems of generalizing, provides a meaningful experience to the students, opportunities to interact with typical peers, they learn how to be part of the community, promotes ILS, the need for learning is more authentic in this setting, and the student's exposure to learning how to adapt to the real world for integration (Westling & Fleck 129). Sixty percent of the respondents felt that the students were very interested in community training. Even when students demonstrated minor to major behaviors, staff members were there to intervene and employers were supportive of the students. This showed a desire for interacting, use of language through a survey for educators working with special needs children which mean that there is a need for the integration with our CBIs.

The research in CBIs mainly focused on transitional skills at the high school level to prepare students for real life experiences. The focus has been primarily on the use of CBIs when academics were not working out for the students, calling for a need to base it only on developing life skills to reduce behaviors, promoting integration into the community. It was the use of CBIs on a basic level to reduce behaviors and to learn how to adapt to their environment. There was not a large focus on supplementing the necessary life skills with academics or language development with CBIs.

My experience in the classroom with the implementation of CBIs is different from what has been used previously in development of workforce skills. I have seen it used with my cooperating teacher in the past as a way to communicate ideas and a subject overlap, whether it is science, history, art, reading, or math. Students were exposed to vocabulary, the theme of the

curriculum throughout different subject areas, and videos prior to going out. My cooperating teacher agrees that there needs to be research on the use of CBIs in language development for D/HH students with multiple disabilities. Structured integration with language role models, both peers and adults, was missing during our outings into the community although this may prove to be a huge advantage for other students as they get the opportunity to learn and teach each other new concepts.

Language Experience Approach (LEA) component:

“Learning through Experience” pedagogical practice provides students with authentic experiences whereby we can talk about or reflect upon the community experience, not restrictive to the classroom. Pictures act as a medium for students to pick from to explain their perspective or what happened at the time. In *Literacy- It All Connects* (Schleper 2006), it shows how the LEA curricula work in the classroom. Students initiate the experience, which means that it is based on their interests and connection to it. They share their experience from their perspective, which is shared with the classroom. Students and teachers document that experience through a shared writing experience. Students sign their experiences, while the teacher interprets or clarifies what they mean by their statement. Teachers translate the students’ expressions in sign language into written English. Afterwards, students and teachers use the shared writing experience for guided reading instruction, creating a more personalized experience for their class.

“Other projects that provide deaf students opportunity to learn-through-experience are the Language Experience Approach (LEA) and field trips” (Jabali 22). This thesis focuses on integrating the Arts in developing the students’ written English skills, creating motivation for students to feel a purpose for expressing their ideas through a language experience approach. A lot of the research related to CBIs focuses on the purpose Independent Living Skills for their Moderate-Severe population. I want to challenge this idea and adapt it for D/HH students with

multiple disabilities in dual language development. Jessica Jabali (2009) talks about her experience with her cooperating teacher in documenting their students' fieldtrips through pictures in helping them with ideas to transfer into written English. They share their ideas and thoughts about the trips with each other and then work together to translate it, which is an integral part of the curriculum for regular D/HH students that is often times challenging for them as well.

When going on CBI trips with my students in my cooperating teacher's classroom, we made sure to take pictures of our experience together so we could refer to them again. Students freely, one by one, would describe what was going on in the picture and who was in it. One of our students remembered his experience losing his shoes during one of our walks to the store in the picture, signing, "SHOES WHERE? HERE (points to feet)". Pointing to the picture again, he would sign that it was him in the photo with friends. Pictures are vital, become abstract concepts easily shared, and legitimize the experience of our students as they use pictures as a medium to communicate what happened when they went on the outings.

In the Odyssey issue (Schleper 2003), it shows how finger spelling benefits the deaf child in developing concepts of English print in books. Kids such as Franklin were able to play with the language in finger spelling the letters through creating strings of letters that represented his perceived handshape motion until the letters became longer and more noticeable in spelling. I have watched videotapes of my own experiences as a young child with Deaf parents relying on finger spelling to figure out how to write a word. This is relevant in the classroom as students see how chaining is used to spell a word, attach a sign, and meaning to how it is used. Students have the opportunity to experience how it is used themselves as they use commands or indicate what they are seeing is the same as what we saw in pictures back in the classroom. Schleper also discusses the importance of not making up signs for some English words, but to use the practice of finger spelling with the students (2003). It is typical of children to make up finger spelling

words using certain letters to name people, places, or objects around them until they have a better handle of spelling the word. Exposing my students to spelling out words in ASL makes a connection to written English as they use it repetitively in ASL.

## V. THE KEY LEARNING THEORIES

I focused my research on three main theories which are Collaborative Learning, Comprehensible Input, and Authentic Instruction. Collaborative Learning for the integration of two groups of students with similar language needs. Comprehensible Input for language input from several mediums in ASL to English. Authentic Instruction is used in providing a real experience for student to make meaning out of, providing ground for motivation in conveying their ideas.

In Collaborative Learning students come together and discuss what is going on. For example, in my teaching model, it would be about what ideas from the photographs would be great to use in their classroom book. It creates an atmosphere where students have the power to choose what they want to put into their own personalized books. It requires teamwork from each other. They share ideas and each student contributes to the project. It also happens outside of the classroom in the community as they share with one another what they see or want to show each other. More typical peers become language role models for those who are just acquiring ASL or need assistance outside the classroom. They work together in language development in a natural setting, signing commands or showing what they notice out into the community.

Comprehensible Input comes from Stephen Krashen's Input Hypothesis (Krashen 21), focusing on the meaning of the content, which is regulated and the level of input is allowed to be a step above the student's current level of understanding, from simple to challenging speech or sign. "How can we understand language that contains structures that we have not yet acquired? The answer to this apparent paradox is that we use more than our linguistic competence to help us

understand. We also use context, our knowledge of the world, our extra-linguistic information to help us understand language directed at us (Krashen 22).” Through this hypothesis, students receive input out into the community and in the classroom from adults or peer language role models, exposing them to new vocabulary words to use in discussion about the environment and realia around them. The use of chaining or sandwiching the English words through finger-spelling, signing, pictures, and if accessible, what it sounds like promotes language through connecting to the meaning of the words. ASL is used for comprehension when teaching transference into English as a spoken, written, or read form. The appropriate use of code-switching with the students would be used when they are ready to transition into the English spoken from. At the foundational level of building language skills, students are exposed to ASL during the CBI experience, but receive comprehensible input from other peers using read or written English terminology with pictures as support. Inside the classroom, students sign what they see in the picture for the teacher to write down into their classroom books. This allows for natural language acquisition through input that is not learned formally, but experienced out in the community through conversation with peers and adults.

Authentic Instruction is the use of restructuring movements in which students construct meaning and produce knowledge from their own experiences, use inquiry to figure out the meaning of the content, and work towards producing performances or products that have meaning beyond the school environment (Newmann and Wenlage 1). In using Authentic Instruction for this project, students construct meaning and produce knowledge through taking pictures, making connections to the vocabulary. They use inquiry to construct meaning, exploring during CBI trips and choosing pictures that are meaningful to them to translate/write about. They are then able to aim towards production/performances with value/meaning beyond school. This means that they are able to have access to sharing pictures with family at home and signing what they see, promoting the use of ASL through intrinsic motivation. Going beyond the level of Independent



Living Skills, the students are using inquiry based learning to hone in on their environment through inquiry, having the potential to go from using BICS to CALP with their language experience.

There are five standards of Authentic Instruction. The first standard focuses on Higher Order Thinking: “Manipulation and Transformative of Ideas Through Experience (Newmann and Wenlage 2)”. Using lower order thinking promotes the use of reciting information, and memorization, while higher order thinking promotes the manipulation of information and ideas. In my project, this allows for students to share their perspective and findings through observation out into the community. Once students reach a certain threshold they are then able to use the second standard, “Depth of Knowledge”, which calls for clear distinctions and constructive explanation (Newmann and Wenlage 2). In our third standard in using Authentic Instruction, students are able to build “Connectedness to the World beyond the Classroom” through seeing real world public problems, building personal experience in applying knowledge. What this means is students address real-world issues at first hand or they are able to build, use their personal experiences as a context in applying knowledge (Newmann and Wenlage 3). Fourth, “Substantive Conversation” is built in formation of ideas of topic and thinking critically (Newmann and Wenlage 3). We end up going from labeling vocabulary, identifying them out in their community to analyzing what is going on, building on ideas discussed in the classroom and with peers. In our last standard of Authentic Instruction, there needs to be social “Support for Student Achievement”, building on “Collaborative Learning”, high expectations are set, respect, and inclusion of students in learning experience is set up appropriately (Newmann and Wenlage 4). In my project, the goal is to build a community of supportive learners in acquiring more use of language in ASL to English through peer to peer empowerment between our typical Deaf students and our students with multiple disabilities. This creates a positive atmosphere for language development in a bilingual setting.

## VI. CURRICULUM MODEL

### **Theme: Responsibility**

#### **Unit 1: Wild Animals**

##### **Lesson 1: Check-out the Animals at the Public Library**

*Finding animal books to check them out*

##### **Lesson 2: Take a look at our Sea Creatures**

*Student exploration at SeaWorld in classifying Sea Animals*

##### **Lesson 3: Value our Animals at the Zoo**

*Visit exhibits of animals and name what it is*

#### **Unit 2: Animals Classroom Book**

##### **Lesson 1: Our Animals at SeaWorld**

*Photos of our Experience*

*Creating our Classroom Book for Use*

##### **Lesson 2: Our Animals at the Zoo**

*Photos of our Experience*

*Creating our Classroom Book for Use*

#### **Unit 3: Pets**

##### **Lesson 1: Check-out the Pets at the Library**

*Return our Animal books for our Pets*

##### **Lesson 2: Who Are Our Pets?**

*What animals are Pets we can have*

*Visit an Animal Shelter*

*Therapy Dogs Visit*

**Lesson 3: What's at the Pet Store?**

*Visit the Pet Store to see what kind of pets are out there*

*Possibility: Get a Classroom Pet Fish*

**Lesson 4: Taking Care of Our Pets**

*Visit the Veterinarian's Office when our pets are sick*

*How do we take care of our pets?*

**Lesson 5: Helen Woodward Therapy Horses**

*Horses are also Pets!*

*How do we take care of them?*

**Unit 4: Pet Classroom Book****Lesson 1: What Can We Have as Pets?**

*Categorize our books for pets*

*Return it to the Library*

*Creating our classroom book*

**Description of the Units:**

With the theme focusing on responsibility, students are introduced into understanding the differences between various types of animals. They participate in the activities our Librarian has set up for supporting their understanding of what animals are. Students embark on a visit to the animals' habitat at the Zoo and SeaWorld. Activities prior to the visits prepares them in building confidence in using ASL words ranging from simple to more complex sentences to describe the animals.

Unit two is the result of our visit to the two different simulated habitats that we find animals in. Students continue to sort what animals you would find at the Zoo or SeaWorld. They also discuss whether certain marine animals live on land or in water. With adult support, students transition the ASL words into English labeling, forming sentences for their classroom books. Afterwards, students read or describe the pictures using ASL in a group setting.

Unit three delves more into domesticated animals, pets that we personally become responsible for in taking care of them. Frontloaded with simulated role-play activities with stuffed animal pets and supplies needed, students transfer that understanding out into the community. They also get the opportunity to have a classroom pet fish to take care of after going out to see various pets in the community. More complex ASL sentences happen during this unit as students phrase how they're going to take care of the pets and what they see the animals doing in their home environment. The final unit focuses on the culminating event of the students writing about their experiences with getting our classroom pet fish. Scaffolding becomes faded as students use environmental cues or prior knowledge to formulate simple sentences. Students choose and label pictures for their book in an organized setting Afterwards, from guided reading groups to whole group with peer-to-peer support, students read the sentences about getting our pet fish

## VII. EVALUATION PLAN

My evaluation plan reflects the students' process of learning in attaining their goals for their ASL Development in our Newcomers group, experience out in the community, and involvement in our shared Language Experience Approach books as our culminating event. The Newcomers group is starting to learn ASL and the dynamics of the language through basic instruction and immersion. Note taking is prominent throughout the experience of teaching and reflecting on what the students learn, but is not solely used as an evaluation tool, but complements taking data. I collected data in three different ways: student made artifacts, teacher observation notes, and use of the Inventory in assessing students' progress in gaining vocabulary in ASL elaborated through taking pictures and written English. I chose the data collection to be systematic so the viewer could see the student's progress over time through their work from their work, but reference to notes for a deeper explanation of the lessons taken place.

### Teacher Observation in Task/Objective Completion:

I took anecdotal notes on a daily basis to show where my students were in meeting the curriculum goals. Teacher observation in note-taking correlates with the objectives in alignment with the student's IEP goals in the classroom. The information is gathered for our Community Based Instruction in attending to identifying the animal/pet, and participating in an activity. This method brought out exactly where the student is in making progress towards their goals. It shows progression through pinpointing students' identification of vocabulary in ASL and usage in simple conversation or commands using sentence frames. Note taking makes it more clearly on how the student achieved or not met certain goals in a specific context.

#### Student Made Artifacts:

Our class had the opportunity to use ASL to translate into English using pictures of their experience. Identifying certain animals or vocabulary in ASL was recorded in pictures for the students to refer to and translate into the English word it meant. Certain students with letter recognition readiness had continuous practice throughout the curriculum to practice writing vocabulary words related to the units' themes of Animals and Pets. All students worked on ASL recognition, English writing, and pasting their picture of the vocabulary. For example, one student signed dog, finger spelled dog, pointed to the picture of dog, and wrote the English word Dog to reiterate understanding of the word in signed ASL and the written form in English. These items have been collected to show evidence of students attaining their goals in developing both English and ASL in a bilingual setting. LEA classroom books are collected to show the students' thinking in a shared writing experience as a class. Students identify what they notice in the picture derived from their experience in applying ASL to realia around them, eventually to create simple sentences for the book in relation to their ASL sentence frames. Both student pieces show evidence of what the class has done in alignment with the curriculum goals.

#### Assessment Inventory of ASL Development:

Backed up by pictures, the Assessment Inventory model measured individual students in their progress in achieving or needing support in their goals. This piece of assessment correlates with the framework for the ASL-Development model used in the classrooms in the D/HH program adapted from the ELD curriculum. A form of note taking happens but from an objective standpoint in writing down exactly what happened in the pictures of the events that took place. The inventory provides the objective summary of where each student is in correlation to the goals

for assessment. It provides the format for growth in student learning in a grid for easy reference. Due to the students' individual needs, they were asked what certain animals were in a natural setting through pictures, realia, or out into the community only.

## VIII. IMPLEMENTATION OF PROJECT

### **Classroom Description**

I was placed at a fairly small mainstream D/HH program at a general education public school. We have D/HH classes ranging from infants to 6<sup>th</sup> grade. In sum, we have about 8 separate D/HH classes which are divided up into combo classes: Infant-Pre Kindergarten, Transitional Kinder-1<sup>st</sup> grade, 1<sup>st</sup>-2<sup>nd</sup>, 3<sup>rd</sup>-4<sup>th</sup>, 5<sup>th</sup>-6<sup>th</sup>, and D/HH Special Needs K-6<sup>th</sup> grade. With the implementation of ASL-Development, there has been a bigger push for bilingualism at school rather than using Total Communication as a method of teaching. Code-switching between ASL and English has been more accepted in classes in promoting both languages during appropriate times during the day.

The classroom I implemented the curriculum in is D/HH Special Needs which has students that need more specialized, intensive instruction to gain access to the curriculum. Students from our classroom are typically mainstreamed into general D/HH classrooms when appropriate and students from the general D/HH classes are mainstreamed with hearing kids in general education with an interpreter when appropriate. There are not as many students as there used to be in one school setting due to the split between students who use the oral versus manual languages at different public schools. Students with more access to auditory hearing and use more expressive verbal language than ASL end up going to a different school for Oral Education.

I've known my students for 2 years in the D/HH SN classroom. In the classroom, it ranges from 5-7 students who are considered newcomers to ASL. The youngest student I have is a transitional kindergartener to the oldest one at 4<sup>th</sup> grade. Each student has additional disabilities besides deaf and hard of hearing. The students I have are: AC, ENP, EB, JR, JS, FM, and N.



Initials of student names are used for confidentiality reasons. In this specific classroom, Community Based Instruction is a strong philosophy in promoting language development and independent living skills. The students come from different parts of San Diego, and three students come from a household that speaks Spanish. I have two assistants in the classroom, one as the class aide and another as a one on one for a particular student. The students have diverse needs ranging from tactile support in visual access to language to behavioral support.

Our typical day included Morning Meeting, Circle Time, Calendar Skills, Read Aloud, Dialogue Journals for Writing, Recess, ASL-D, Community Based Instruction or Math, Lunch, Recess, and OT Rotations in the afternoon. Five students were able to participate in my curriculum implementation most of the time, whereas two students came from other D/HH classrooms to join us for intensive ASL Development. I got a head start in implementing my curriculum early since I have worked with the students on and off all year. We are getting more done than expected and the students have been delving into a lot with categorization of animals from SeaWorld, the Zoo, and Pets. I do have to split up the group so the more independent group can focus on writing our Classroom story since the other group needs a lot of support and do not have writing skills yet. Even though I planned to implement the CBIs and LEA experience with another typical D/HH classroom, I have only included the students in our Newcomers group since the number is high and we have a few with major behavioral concerns that would not be best supported in a larger group. Had our classroom number of students stayed at 4 instead of 7, it would have been more accessible to include another typical D/HH classroom that has 5 students.

**Profiles of Individual Students and Needs:****EB:**

EB memorizes the pledge and songs in ASL and will sign the words to them during transitional activities. She enjoys music and signing along with the songs with strong confidence when familiar with the signing. When asked abstract questions regarding previous activities, she'll recall information using one-two words answering WHAT-DO and WHERE questions in ASL. EB utilizes an adaptive communication device in addition to ASL as a way to communicate her thinking. EB has independence in letter recognitions, can copy and write vocabulary words, know how to place half of the months of the year in order, and knows her days of the week. She is currently learning how to draw pictures, different emotions for expressing herself, and counting up to 20 independently using one to one correspondence. EB understands and will answer the question to how old she is, although unable to identify what month, day, and year she is born. EB has a one on one nurse.

**ENP:**

ENP thrives on routines and memorizes it daily. If he is unsure what is happening next, he will ask an adult for help or refer to the picture schedule to figure out what the routine is for the day. ENP is able to read and write simple sight words, but needs support in building extensive vocabulary words using verbs and adjectives to create ASL sentences that are clear. ENP know and memorized his months of the year, current year, and days of the week. He understands how old he is and when his birthday is coming up. ENP is able to follow 2 step ASL directions throughout the day shown through his actions. He is able to participate in various subjects throughout the day when he is focused. He is very social and anxious to learn more words to communicate with others around him. ENP is learning appropriate social behaviors such as tapping the shoulders of his peers, attaining attention, and greetings. In math, ENP can count up to 1,000. He is working on counting money skills and benefits from visual supports to help with seeing objects/writings/pictures clearly.

**JR**

JR is a new student at the school to the D/HH program and comes from an ASL-rich home environment with both parents who are Deaf. He has a lot of energy, and is very motivated to learn. JR actively seeks out attention from both peers and adults throughout the day for both negative and positive feedback. He will exhibit behaviors such as spitting, kicking, biting, and profanity when seeking negative attention especially during non-preferred tasks. Although, JR exhibits a lot of motivation and drive to learn new vocabulary shown through very insistent gestures on role-playing, using ASL vocabulary connected to realia, and reading stories in relation to our community outings. He uses his residual vision very well and comprehends ASL when closely signed. JR will follow through with transitions in ASL using a picture schedule and requires positive reinforcement with the token board. He can also follow ASL directions in putting things away, moving chairs, and getting up to move for transitions. JR enjoys realia related to our community outings as a positive reinforcement during academic times and his breaks. Sensory items such as lighting, fans, and grates are very interesting to JR. He is able to look closely at picture cards and sign what it is. JR has a one on one aide for visual and behavioral support.

**AC:**

AC has entered into our program for a year now and has been picking up on numerous ASL signs for vocabulary. He frequently follows directions, knows how to cut/glue paper independently without issue. Andres will ask WHAT questions when unsure of certain signs for objects. He can fingerspell his name and write it independently. AC shows appropriate facial expressions and eye contact for ASL linguistic features in non-manual markers. AC's receptive

skill for spoken English is also very high. He understands phrases in both ASL and spoken English. He is learning how to recognize numbers from 1 to 10 using one to one correspondence. AC recognizes sign names of his peers and teachers. He recognizes different colors, sizes small/big, and is working on identifying shapes. AC is beginning to write independently, but still copies letters to write the name of labeled vocabulary.

**JPS:**

JP utilizes an iPad for communication in addition to ASL. He understands spoken English and signed ASL. He is working on using the iPad appropriately during breakfast time, Music, OT, Math, and sometimes Reading. He is able to sign and say concrete objects using ASL and iPad at separate times for natural flow in conversation. JPS is working on building the dexterity in his hands for clearer signing, drawing, and pre-writing skills. His pencil grip is currently pre-mature. JPS is working on identifying and counting from 0-2. He knows and will sign his colors with the iPad or through ASL. JPS can follow 2-step directions in ASL receptively or spoken English. He is able to match objects on the screen very well. JPS needs guidance with finding the correct number of items and core vocabulary. JPS will mimic behaviors of his friends and loves Curious George the monkey.

**FM:**

FM enjoys reading, writing, and identifying core vocabulary. She is confident in writing simple sentences. She exhibits behaviors such as putting her fingers in her ears when noise is too loud. She'll parrot/mimic signs and spoken English instead of answering questions. She is working on answering simple questions with ASL sentence frames, pictures, and realia as a guide during role-play, writing, and reading activities. FM is able to identify herself to adults, but not to her peers. She'll label concrete items and pictures she's familiar or had practice with no trouble.

Currently, she is working on counting money. FM can count up to 1000, add/subtract simple numbers and identify patterns. FM will have outbursts and hit another student from time to time when not monitored closely. She requires concrete experiences in order to share out her stories in class with confidence.

**N:**

N comes into the classroom part time and is not with us for the majority of the day except for community outings. He is able to identify his new sign name and spell it. N has trouble keeping up with his typical peers in mainstream Math. He exhibits letter recognition and is able to fingerspell simple names of objects when asked to do so in ASL. N has a hard time with receptive ASL instruction and needs them to be repeated. N's family speaks Spanish primarily at home. Because of the trouble he is having in Math, he is unable to join us for all of our CBI activities. N has a one on one nurse for medical needs.

April 14<sup>th</sup>-18<sup>th</sup> 2014

**Animals Unit:**

**Library Lesson 1:**

Monday and Wednesday:

I introduced the animals unit with my students during our ASL-D to get them familiar with the types of animals they will see on our community outings. Students were also shown on the calendar when they are going to the library and SeaWorld. I decided to add in SeaWorld for the students' benefit of categorizing different types of animals that live on land and in the water. Students have prior knowledge of what some of the animals are because it has been discussed before during their Sea-life and animal units during previous school experience or through read aloud. They are familiar with bear, turtle, fish, seal, and monkey as a review. Students are unfamiliar with other animals such as whale, dolphin, shark, giraffe, elephant, deer and snake. Students are also new to the idea of categorizing animals based on whether they live in the water or on land. Going to the community outings will give them a better idea in a concrete setting of the differences between animals on land and in water while giving them real life experience. The students I have are newcomers to ASL and need concrete experiences to attach meaning through ASL to their outings, labeling objects they are unfamiliar with. It also would be appropriate to create an additional classroom book based on animals in the water in addition to our zoo animal book for exposure in both ASL and written English print.

We emphasized the sign for WHO HAS \_\_\_\_ and ME HAVE \_\_\_\_ for students to utilize their ASL sentence frames. As the teacher, I modeled the sign for students to use when it was their turn. When students signed the animal they had appropriately, they dropped the animal in

the SeaWorld basket. We did touch base on ASL terminology for all animals but have not categorized both SeaWorld/Zoo animals yet. Using realia to describe the SeaWorld animals helped introduced what we were planning to see at SeaWorld for our students. Sentence frames were a challenge for the students, but it was not required for them to sign the full sentence as long as they were able to label the animals' names after learning the signs for them.

Thursday:

In the morning, we reviewed where we were going for our CBI. Students are very familiar with the public library and immediately signed where we planned to walk to LIBRARY & BOOK. They go to the public library 1-2 times a month. We went through the routine of collecting our books to return back to the public library, which students gladly helped. Upon arrival to the library, our Librarian read a book in relation to our animal theme. She asked WHAT questions on what type of animals students saw on the page. It was often the higher level students who would answer the WHAT questions by raising their hands appropriately and telling the Librarian in ASL via interpreter. After the story, all students participated as the Librarian pulled out stuffed animals for each student to identify and hold. When all students had their stuffed animals, they were asked one by one WHO HAS \_\_\_\_? And answered ME HAVE \_\_\_\_ utilizing what we practiced in the classroom in the library in a modified 1 word to full simple sentence. They each acted out the animal they had as well to the best of their ability. Some were asked additional questions about their animal. For example, ENP held a stuffed animal caterpillar and was asked, "CATERPILLAR HAS HOW-MANY LEGS." Using a counting strategy, ENP independently answered, "CATERPILLAR HAS 14 LEGS". With the student and staff members help, we checked out books related to the animal theme to bring them back to the classroom. While students were at lunch, one of our students helped organize the animal books on the shelf.



April 21<sup>st</sup>-25<sup>th</sup>

**SeaWorld Lesson 2:**

Monday:

During ASL-D SEAWORLD was introduced to the students and pictures were taken of each of them signing the word. FM was picked to place SEAWORLD under the W handshape on the wall. The sign is used in this compound combination: WATER-WAVE-WORLD. She went to the right area and needed some scaffolding to choose whether it was the 1 or W handshape. Afterwards, we categorized the difference between objects that are non-living and objects that represent the animals at SeaWorld. This category of animals was separated out from the animals at the zoo for introduction to our class. Students were able to distinguish between both non-living and living things through placement and labeling the animal. Some students needed scaffolding such as FM, JR, and JS. Other students needed recasting for signing full simple sentences: ME HAVE \_\_\_\_, NO NOT ANIMAL/YES ANIMAL.

The lesson was extended by our speech and language teacher to add prepositions for our sea animals living in water or on sand using a tank with real sand/water. Each student identified the animal and signed whether it swims in the ocean or stays on land. The ASL sentence model was used: \_\_\_\_ SWIM IN WATER/\_\_\_\_ ON LAND.

Reminders were signed to the students that our SeaWorld visit happens tomorrow/Tuesday.

Tuesday:

8:30 am as a class we got ready to head out to SeaWorld. Students packed up and prepared for the ride there. At SeaWorld we visited the Sting-rays, Beluga Whales, Dolphins & show, Seals, Turtles, Sharks, and our Killer Whales. Students pointed to each creature and swim was the most common vocabulary as well as signs applied from the classroom. Students had a hard time identifying the sign for Sting-rays since we did not discuss the vocabulary for it. Whale was commonly used for our Beluga and Killer Whales. Students would mix up dolphin and whale for our dolphin exhibit/show. After clarification and corrected signed, students were able to identify the dolphins and sign the correct word for it. JS was afraid of being in the dark with the sharks, beluga whales, and turtles overcoming it by holding hands of a supportive adult, joining us to see the animals. The SeaWorld experience was very new for many of our students who would not have an opportunity to be out in the community otherwise, identifying and classifying animals. As a teacher, I documented the experience through photographs to take back into the classroom for discussion and classroom book creation on Thursday. Initially, I was not planning to put together the book until after the Zoo visit but the students would benefit immensely from a shared writing experience of both SeaWorld and Zoo animals, thus categorizing the animals further and providing more opportunities for practice with ASL/written English.

At the end of the day another teacher approached ENP and asked him a few questions in ASL. The teacher asked him where he went. ENP paused, used a 5 handshape for listing animals and signed: Whale, Turtle, Stingray..... again, he was asked where did you go? ENP, with a little prompting, signed SEAWORLD. A co-teacher asked him another questions, “Did you get to touch anything?” ENP misunderstood the question and answered, “No, that’s wrong”. The question was rephrased, “Did you pet anything?” He answered, “Yes, time to go home on the bus, bye”.

Thursday:

At 9:00 we reviewed the SeaWorld pictures with the students. JS signed a lot using simple descriptions of what we saw such as the beluga whales in water, sitting and watching the dolphins at the show (PT to pic, WHALE WATER) (SIT SEE DOLPHIN). ENP described in details using classifiers about the elevator to the beluga whale, showing us exactly where the doors shut and where we went down to see it. JR signed simple words to identify various animals. EB and AC used ASL to identify various animals, finger-spell their names, and to answer whether they were in the water/on sand.

At 11:00 The classroom book for SeaWorld was not initially in the plan for our animal's unit, but I felt that it was important for students to practice and have a reference to categorizing Animals in the Zoo and at SeaWorld. Upon making a classroom book for SeaWorld, I prepped the slides for students to choose from 2 pictures for the lower group and room to write text on for the more independent group. Two rotations were created. I took the lower group first so they could choose from the pictures in the slides that they voted on as most likable. The other group worked on their SeaWorld Animal vocabulary building in their binders. In the lower group, JR was able to sit in his chair and use his remaining vision to let us know exactly which picture he preferred and to identify which animal was the SHARK/DOLPHIN/WHALE/STING Ray, etc. This was done with very light prompting. AC and JS were able to point out their favorite pictures and to label what was in it such as which student and animal.

When both groups switched, both ENP and EB focused more on the shared writing experience since they are more ready at this level. I modeled for the students what the process looked like, pointing to the picture asking the sign for the title page: SeaWorld and then writing it, finger-spelling the word as I do so. At the beginning of the book I would ask both EB and ENP what they saw in the picture. They would label it in ASL and then "share" the pen, helping each other with the spelling of the names of each student with my support as well as the verb: SEE and

using vocabulary cards to spell each Sea animal's name. The two students were able to go from: N SEES WHALE to JR SEES WHALE IN WATER with teacher scaffolding. ENP and EB were able to gain confidence in spelling SEES without support. ENP already knew how to spell WATER without needing any prompting.

April 28<sup>th</sup> - May 2<sup>nd</sup>

### **SeaWorld Book and Zoo Trip**

All this week we emphasized the differences between SeaWorld animals and Zoo animals. We categorized realia into baskets during our ASL-D time for our students to build schemata on categorizing animals into Sea life v.s. Land animals. Our new ASL sentence frame was LIKE/DISLIKE when students chose between a Zoo or Sea animal for the matching basket. We signed all the names of our animals, practiced identifying them together and took pictures of each student signing the name of each of them. We talked about how SeaWorld is finished and coming up next is the Zoo. Some students such as JS, ENP, and EB were obsessing on thinking we were going back to SeaWorld, correcting them that this week is different, that we're all visiting the zoo this time. As we worked more on identifying animals and after we saw them at the Zoo, students became much more aware and quick to respond to the type of animals our realia was in a group setting.

Tuesday:

The SeaWorld book was available for both reading groups. With CC, students worked on their binders, writing sea animals names, tracing letters and identifying the words/signs with the animal in print. ENP and EB proved to be very independent in this arena, using the environmental print to write the names of the animals, completing the work.

In the second rotation, AC started to write on his own without support in tracing, using the environmental cues of writing the letters he saw on his pictures of certain animals. I started with the group that needed more support. During this time, my assistant needed to fill out paperwork so I was by myself with JS, JR, and AC. She is our one on one for Joey and I needed

to compensate by bringing him closer to the book for more tactile exposure, better opportunities for identifying the pictures. All students were very intrigued by the pictures in the book, identifying who was in it, the sign SEE with initial support, and signing the name of the animal in the story. I had a very hard time concentrating on tallying the students' response since I did not have support with JR. I was constantly hit by the student which made it tough for me to focus well with the group. JR has a behavioral plan in the classroom which each team member abides by. Our solution to JR's off-task behaviors in hitting, kicking, biting, head-butting, and more is through our token board, schedule completion of whether he behaved well/poorly. Typically, JR would have been pulled away from the group to calm down through our counting strategy, but we did not have enough supervision for that to happen at this time. Since the start of our CBIs previously with going to Home Depot, JR has shown better strategies in calming himself down/breathing in order to participate in the activity. Having a one-on-one has really supported him in this area. Despite the events that occurred, the three students were interested in the book and could tell me what they saw in it.

Both groups switched so I worked with EB and ENP. In the beginning, I read the sentence to them, and then we read it together for a few pages. After 2-3 pages, each student took turns reading what was in the book with the simple sentence. They understood I SEE \_\_\_\_, but needed a little bit of support to add the sign IN WATER or ON LAND. Emmanuel mixed up the signs IN WATER and ON LAND during his turn for reading since the pattern was mostly about animals in water, and only one was on land, which were the seals. EB showed more comprehension in naming the sea animals, whereas ENP needed more time which could be due to his low vision. He also was obsessing with the elevator at SeaWorld which brought down his focus on naming different animals as well as really honing in only on his favorite animals, the dolphins and whales. After a few prompts, ENP identified a lot more sea animals. I found it to be less natural to have each students label each animal at SeaWorld, it was better to assess them

through what they could identify in the story they read and with the realia we had during our ASL-D time.

Thursday:

I made arrangements to get a van for our students as well as help with driving them to the zoo at 8:30 am. We had 9 am to 1 pm for the students to see specific animals at the zoo we discussed in class. We were able to see Elephants, (koala/polar) Bears, Lions, Snakes, Monkeys, Deer and Giraffes. We were unable to see tigers since they were asleep at their exhibit. This lesson was still about students identifying what they see/like at the zoo. They saw certain animals and signed in ASL what they were as a group and individually for our Zoo book. We signed DIFFERENT, ZOO NOT SEAWORLD. The students finally understood that we were at a different place from SeaWorld conceptually. All students were present and able to see each of the animals. At the end of the day, we went to the petting zoo so they could see the goats and pet them up close. Many of the students have never been to the zoo or SeaWorld so they expanded their schemata in identifying the differences of animals at both parks creating an impact on their perspective of animals especially. All students were able to identify Elephants and Deer. They all took very well to the deer and loved signing the ASL word. Monkeys were harder for them all to identify even though it was JS's and FM's favorite animal. ENP moved on from signing dolphins to expanding his vocabulary to different names of animals such as elephant, giraffes, bears, etc. EB's personality came out more as she stopped obsessing on correcting her signs to enjoying the scenery and getting our attention so she could tell us what animal she sees. As she was becoming less obsessed with perfection, she was able to engage in simple conversation with what she sees: ME SEE \_\_\_\_\_. AC was very motivated, attempted to describe what was going on with each animals such as with the giraffes, GIRAFFE TALL/BIG, EAT MUNCH MUNCH. He used some pantomiming and ASL to describe what happened.

May 5<sup>th</sup> - 9<sup>th</sup>

### **Zoo Animal Book *unit 2***

### **Pets *unit 3***

This week focused more on fading our SeaWorld Animals to introduce new vocabulary about our pet animals as well as identifying the difference between pets and zoo animals. We introduced and reviewed ASL pets such as Rabbits, Dogs, Cats, Fish, Crab, and Horse. Students continued to identify which animal they liked and placed it in the right basket, either the Zoo or Pet animals. Students started to do this activity with each other as peer-to-peer support increased with some adult scaffolding. For example, Erin would ask, “YOU LIKE WHICH?” and the other student picked the animal, signing, “ME LIKE \_\_\_” place it in the right basket and sign either ZOO or PET.

Tuesday:

Today we reviewed our Zoo animals and the pictures from our trip to the SD Zoo. The students were split up into two groups again, the lower group being JS and JR since Andres was absent this day. The more independent group consisted of ENP, EB, and FM. FM really changed the dynamics of the group especially since she wasn't with us for our previous shared writing experience with SeaWorld.

Starting with the lower-leveled group, I had one aide work more one on one with JR with our props/realia instead of the pictures because they're very complex as opposed to the concrete objects Joey can feel and refer to easily. Both boys gained more confidence in choosing pictures that they liked for our books with more ease. JS was able to go up to the board and sign, ME LIKE (pt to picture), sometimes labeling what was in it without support. With support, I would



have JS sign ME LIKE \_\_\_\_\_ to reiterate what he was pointing to. JR did much better with the props choosing one over the other. The props represented the type of animal in the pictures, whether he liked the lion or deer better, he was able to choose with concrete items. Movable pictures of JR's classmates were used for JR to refer to when identifying his peers. This group rotation went smoothly and almost effortless as both students knew what to do in choosing their most liked pictures.

With the second rotation, I worked with the higher level group. Both ENP and EB were already familiar with the routine, but FM was completely new to it. Because of this, we spent a lot more time with the shared writing experience. It was a little awkward and I needed to change the difficulty of writing to much more simple sentences. I used the sentence frame "LIKES" for our story. This time, students were more independent in finding the correct spelling of the animal vocabulary from the ASL wall, except a few of the signs were missing so I had to give them the spelling of it. I had the students share the pen like last time, but it was difficult with three students. It became a bit disorganized as each student shared the responsibility of writing the sentence. Next time I would like just one student to write a sentence at a time and the other student to be responsible for finding the correct spellings of each signs. The third student would be the observer until the next rotation. I need to add in three roles: the writer, the vocabulary finder, and the observer to make the process go more smoothly for next time. I had to keep the sentence simple at "\_\_\_ likes \_\_\_" whereas last time I was able to have the students add more words to make their sentence complex such as "\_\_\_ sees \_\_\_ on land". This time, I added the phrase "at the zoo" myself after each simple sentence to make the process less complex. When I had just EB and ENP, I guided them more through the process of finding the correct vocabulary and they individually created their own sentences with more concentration and ease. Having the students all work together and throwing in the task of finding each vocabulary word on their own made things more challenging this time. I need to create a balance of allowing each student to

write their full sentence as well as increased opportunities to find the matching word to the sign on the ASL wall for more skill building. Also each student needs the opportunity to see how the sentence is written through modeled writing.

Thursday:

This was a very busy day as our community outing was limited to just a few hours maximum, from 10:20-12:20. We were scheduled for our tour at the SPCA Humane Society for pets at a huge facility. We prepared students all week as we discussed daily where we planned to go, the Animal Shelter, a place for pets. Students also named each pet took pictures of each sign they did related to the pets, categorized animals in their correct spots, whether they're zoo animals or pets. Next time, bagged lunches to go would've helped us stretch out our time and relax after our tour.

As we arrived to the facility, our tour was later than expected as we waited for our guide. While waiting for our tour we headed over to the rodent section and took pictures with the rats and rabbits. Students signed rabbits and some signed rat. AC immediately noticed the cats and brought this attention to us, signaling for all of us to come over, signing "CAT LOOK (pt to) CAT". It was time for our tour and we began with dogs, CC told AC "SOON, DOGS FIRST". We went over to see the dogs and I saw the students' language becoming more complex as they not only named "DOG" but they were starting to describe what each dog was doing. I took pictures of the students signing dogs, but I also noticed each student adding a classifier or verb/pantomiming what each one was doing. Adults intervened and modeled the correct verbs, engaging in simple conversations in ASL.

Conversations I noticed:

AC: DOG (pantomimed) SLEEPY, I added, "OH DOG SLEEP," AC "YES DOG SLEEP".

Nurse R: OH DOG WHAT DOING? EB: DOG (Pts) BARK BARK

I asked ENP: DOG DOING WHAT? ENP answered: DOG BARK BARK

I noticed JR and JS signing that the dog was barking, JS covered his ears since the bark shocked him a little bit. The dogs are behind the windows in their rooms safely away from students. We transitioned over to see the cats on the other side. AC really loved seeing the cats and described what they were doing, whether they were sleeping, eating, or drinking water. Students have had some experience with using verbs and identifying pets because of the Therapy Dog program at our school as well as our whole group speech lesson with taking care of a stuffed pet dog. Students have touched base on what it was like to feed and take care of a dog. They transferred their knowledge into our community outing at the pet shelter very well. Our tour was concluded with each student petting a rabbit. They each identified what it was and were able to pet Brown Eyes appropriately. After this, we rushed to wash our hands and to get back to the school before lunch started.

May 12-16<sup>th</sup>

Tuesday May 13<sup>th</sup>:

The Zoo Animal book was finished and ready to go for our reading rotations. JR, JS, and AC were in the first group. They each sat in front of the promethean board and used the signed picture cues to read what was going on in the story. For JR, the reading experience needed to be adapted to realia in his hands so he could relate to what he couldn't visually comprehend from the story. The other students used picture cue cards to sign what was happening in the story. JS recognized Deer, Giraffe, Monkey, and Bear. He had some trouble forming the handshapes for Lions, Elephant because of the directionality, but could identify all animals on his I-pad. We used realia for animals that were also not in the story but discussed during our ASL Workshop. AC was able to recognize Giraffe, Elephant, Bear, Lions, but had issues identifying Monkey and Tiger. JR recognized Deer, Bear, Elephant, Monkey, but had issues identifying Lions on his own. Each student was able to read sentences consisting of 3 words with picture cued signs which is a step up from our previous reading experience. Each student would read the ASL signs \_\_\_\_\_ LIKES \_\_\_\_\_ without much prompting from the adults. They also identified their peers no problem without any cues in the stories to refer to their sign names. The students are very familiar of the sign names of each of their peer members in the group.

I worked with the more independent group in the second rotation, FM, ENP, and EB. They were not into the story as much as the previous group was since they had access to realia and picture cued signs. This group was more challenged to look at the book, words, and signed picture cues as needed. ENP had trouble identifying Giraffes as he would sign Elephant in replacement of what it was. He tended to use the word Elephants a lot for different animals which connected back to the use of his picture being next to the elephants in the story as "ENP LIKES

ELEPHANTS,” it has become a slight obsession of his since. ENP did not need help of the signed picture cues and was able to read the full sentence in ASL including the more complex ending of “AT THE ZOO” to each sentence. He was able to identify DEER, GIRAFFE (when not obsessed with elephants), ELEPHANTS, SNAKES, BEAR, but had issues identifying TIGER and LION. ENP has not had previous exposure with animals. FM could read the sentence without an issue and identified all the different animals without prompting. EB needed a bit of support from the picture cues at the beginning but understood the pattern and started reading in ASL with prosody. She was able to identify BEAR, GIRAFFE, DEER, and SNAKE. She had issues with the formation of the sign for LION and ELEPHANT. EB and JS had the same issues with the handshape formation of the two animals; they also use assistive technology to identify/get their words across to be understood as needed.

Friday May 16<sup>th</sup>:

In the morning, we reviewed with the students about our visit to the Pet store. We were unable to go on Thursday due to the fires but made it work on Friday. Prior to going, we tallied how many students preferred to get a pet crab or fish. The data was collected from their dialogue journals they worked on in class during our reading rotation on Tuesday with our assistant teacher. The majority of the students chose fish so we discussed how we plan to go to the store to buy a fish for the classroom and take care of it (our emphasis). Going to the store, students explored and saw different types of pets, signing RAT, HAMSTER (with support) and CAT. We found the fish we needed and students got to choose which one was their favorite, our red fish named Sprinkles. EB got to experience firsthand paying money for our supplies and fish of \$21 to our clerk with \$1 bills, counting each one which the disgruntled customers did not like but showed patience as she counted them for our cashier. As we brought the fish and supplies back to the classroom, we went over as a group how to put it together, add the purple rocks, water, conditioner as needed, and finally the fish. We discussed responsibility in taking care of our fish

by feeding it every other day. Students were excited about our new pet fish, Sprinkles. The whole experience was documented via pictures for our next classroom book about our pet fish.

May 19-23<sup>rd</sup>

***Pets Unit 3:***

Tuesday May 20<sup>th</sup>:

We talked about our fish Sprinkles and how to be responsible in taking care of him, meaning to feed him daily. Each student identified the fish in ASL and volunteered to help feed him, while other students got to see how to feed our pet fish.

On a daily basis, we have been reviewing ASL terminology in taking care of our dog such as:

ME TAKE-CARE DOG \_\_\_\_\_

We have discussed verbs this week such as BRUSH, CLEAN, WALK, FEED, WATER, SLEEP, PET, and PLAY. Students picked how they wanted to take care of our dog and used 4 word sentences in ASL with support as needed. Eventually, students were able to use ASL from environmental and picture cues to an extent. JS, EB, FM, N, and AC were able to utilize the picture or environmental cues. Our deaf-partially blind students, JR and ENP needed more tactile stimulation or prompting to sign the full sentence.

We went into two rotations in creating our classroom book and working with vocabulary building skills with our assistant teacher CC. I started with the more dependent group in choosing pictures for our book. This day I only had AC and JS, since JR had to go to a doctor's appointment. With the two students, they were consistently choosing pictures that had them in it and chose the opposite of each other every time. I ended up being the deciding factor since our third student wasn't here to help us choose a picture. It made a huge difference without JR there.

With the second group, I decided to back off the scaffolds in supporting the students' writing on the promethean board in order to see where they were at in writing and figuring out spelling through their environment and peer support. The students, EB and ENP are already familiar with the routine which is why I decided to back off and assess their understanding of writing. FM, who is stronger of the three in writing was not able to help us with writing this day. Both students worked hard in creating sentences, which were generally 2 words long with punctuation independently. The verb was often missing in the piece with the students writing "JS FISH," instead of "JS PICKED FISH". It was interesting to see their work being done without any help, and how successful they have been with writing coming from a background of very limited exposure to writing sentences.

Thursday May 22<sup>nd</sup>:

Today we took the opportunity to visit the Veterinarian's office. Prior to the experience, we role-played and re-enacted interactions between the Veterinarian and Dog. I read a story about a dog that ate too much sweet and had a stomach ache, needing to go to a Vet. With the use of props, students were very intrigued about role-playing and were very motivated in taking care of our stuffed animal dog. Each student used the sentence frame "ME TAKE-CARE PET DOG," prior to helping. I briefly discussed what each device is in ASL that they used on our dog such as a stethoscope, thermometer, blood pressure, etc. Students were following the signs and based on observation I decided to introduce the ASL form of the English words next week for their exposure.

Going to the Vet was very exciting for the students and they expressed confidence in where we were going to, with ENP, JS, and EB answering proudly, "GO WHERE? RIDE-TO VET". Unfortunately, due to limited access to transporting the students, we could not bring N or FM to the Vet with us.

At the Vet, students got see a real doctor. ENP asked if the Veterinarian is a people doctor or just for pets, which our vet doctor answered, pets only. Each student saw the stethoscope and signed stethoscope, wanting to touch it. They lined up to see how the real thing felt. They all observed different items such as a long toe-nail of the dog, ring-worm, and thistles that have gotten stuck on pets. They kept their eye contact on each item. JR needed several breaks and tactile stimulation in order to participate due to disruptive behaviors in hitting, kicking, and scratching. Our "Pet Doctor" showed us X-rays of a dog that swallowed a ball. Students enjoyed the visual and our doctor asked if the students had any questions. EB raised her hand indicating she had a question and asked, "LOOK-AT MY SHIRT!" deviating from the topic, but it was nice



to see her become very expressive in her signing skills. Students got to go into the lab and see different animals that were sick or hurt that needed help. After seeing the dogs and cats, our vet doctor brought in her cat who was healthy. Our students kept thinking that her cat was sick, signing, AWW SICK HURT CAT HURT. Our doctor reiterated that her cat is healthy, not sick. Each student got to pet the cat and ENP asked/insisted “ME WANT SEE SYRINGE”. We discussed shots/syringes in class so ENP applied the concept at the Vet’s office learned from our role-playing experience, saving our dog from the stomach ache by giving him a shot. Our doctor brought out the syringes she would use for cats and dogs. ENP asked, “SHOT IN ARM?” Our doctor responded, “No, this is for pets only, you get shots from a people’s doctor. The syringe goes here (showing how the shot would go in on top of the cat’s shoulders)”. Finally ENP asked the Veterinarian for clarification, “CAT HURT SICK? NEED SHOT?” Our Vet answered, “No, not sick.” I added, “CAT SICK? No, HEALTHY. SIGN WITH ME (CAT HEALTHY)”. ENP then signed, “CAT HEALTHY” for confirmation. The students have worked on the differences between healthy and not healthy and are familiar with the word. This CBI really brought out a lot of ASL expressive skills from our students. It was surprising to see the conversations take place, especially for ENP. The students remembered our big words such as Stethoscope and Syringe, which has made a huge impact on them when visiting.

May 27-30<sup>th</sup>

Tuesday May 27<sup>th</sup>:

Because of the progress the students were making with their vocabulary related to the Vet experience, I decided to extend the vocabulary words for language purposes in ASL to extend the lesson for the Vet experience throughout the week. I added in: SHOT, SICK, HURT, STETHOSCOPE, BLOOD PRESSURE, and THERMOMETER as a part of our ASL development in helping our “dog” become healthy again. Daily, each student was responsible for taking care of our pet fish by feeding or cleaning the tank. To introduce and to review our pet fish, we would finger-spell the fish’s name: SPRINKLES and use his sign name. Students would need to raise their hand to volunteer and sign the full sentence, “ME TAKE-CARE FISH \_\_\_\_”. Students started off with the structural modeled support of the sentence frame and then eventually were able to create their own unique sentences related to taking care of our pet fish. Variants include: ME WANT FISH TAKE-CARE FEED,” “ME WANT PET FISH FOOD,” “ME WANT TAKE-CARE FEED FISH,” “FISH TAKE-CARE GIVE FOOD,” “ME FEED SPRINKLES,” “PET FISH FEED,” and “FISH FEED”. I saw the flexibility of ASL in action by students who understood the concept of what the responsibility is, but were figuring out their own way of conveying that message.

We worked on the continued shared writing experience creating our classroom book related to our pet Fish, Sprinkles. I worked with the more dependent group first which consisted of JS and JR, AC was out today. During our activities related to the CBIs, it has become predictable for JR and has become his favorite part of the day as he strives to be a part of it. His positive rein forceners include items such as our current theme of the Vet with the stethoscope, blood pressure, shot, thermometer, and a pet dog.

The book about our pet fish, Sprinkles really interested him in paying attention to what's going on in the story from the pictures picked during the process. Both JS and JR described each picture of the story, identifying who it was on each page and what we were looking for: PET FISH, MONEY-BUY, and HOME. They labeled the pictures through signing who was in the picture. JS has more experience with this than JR, who attempted to name students but still needed guidance as he was not too familiar with their names. Both JS and JR were able to label what we were looking for, FISH. They needed help with vocabulary such as HOME for fish. JS was able to label BUY independently through his signing. Afterwards, we stretched during Brain Gym and switched groups.

The second rotation I worked with the more independent group with ENP and EB. FM was still out due to surgery on her knee. ENP and EB were working on finishing up their writing of the book with minimal support from me as the teacher. They each came up with simple sentences on their own and asked for help with spelling from time to time. I took their writing and translated it to the English version. Both of them are showing progress in writing the English form of our ASL sentences, but need more exposure to writing various English verbs.

Thursday May 29<sup>th</sup>:

We headed to the Helen Woodward Center at 8:30 am for our tour of the animals at their farm. Students were able to see a giant rabbit, lizard, sheep, miniature horse, and dog as a part of our experience. The tour was 1 ½ hour for our students to be exposed to different types of animals. Students labeled what they saw for RABBIT and were exposed to the sign for LIZARD. Afterwards, students saw the sheep and exposed students to the sign SHEEP. Each student choral signed SHEEP and felt a sample of wool which we fingerspelled/choral WOOL, putting together SHEEP WOOL. When our guide brought out the sheep, each student needed to use the sentence

frame we practiced to pet the sheep: ME TAKE-CARE SHEEP PET. AC, N, ENP, and EB needed minimal to no support in signing the sentence as long as it was initially modeled what they need to ask for. JS and JR needed help in signing the sentence with adult support through modeled signs. No hand over hand was necessary for the activity.

We moved on to see the miniature horses, and we did not realize that JR was afraid of them. He threw a tantrum, scratching and kicking, needing to be pulled away from the group to de-escalate. We followed the same pattern of signing, “ME TAKE-CARE HORSE PET” after explaining what they need to sign prior to petting the horse. The students did a good job paying attention and each raised their hand in order to pet the horse. Each student signed variation of asking to pet the horse (same idea of example of fish above) and were able to get their concepts across in order to interact with the horse. We followed the same pattern with the dog with the modeled signing. Students were confident at this point and needed minimal to no support. JR joined us for the experience with the dog and enjoyed it.

## IX. RESULT OF PROJECT

I addressed the following goals:

1. Guide students in choosing pictures of events, community outings (CBI) relevant to them as symbolism of their interests while leading discussions and talks about their experience represented through ASL and written English.
2. Inspire and allow students take on the role to create new stories of shared experiences, use commands and follow direction in ASL.
3. Create an environment for peer-to-peer empowerment.

I collected data in three different ways: student made artifacts, teacher observation notes, and use of the Inventory in assessing students' progress in gaining vocabulary in ASL elaborated through taking pictures and written English into a grid.

Findings:

Students succeeded in meeting parts of the three goals during the curriculum, but some of the vocabulary content was rigorous and the students are in various stages of their writing development in a K-6<sup>th</sup> grade setting. Towards the end of the curriculum, students with writing skills did have a hard time initiating verbs into their shared writing experience without teacher prompts towards the end of the curriculum. More time and teacher support with writing would have helped the students gain confidence in adding verbs and descriptor adjectives. I did not give the vocabulary the deeper focus and repetition it needed for students to soak into the meaning around it. Despite how quick the pacing was, students were able to identify and label vocabulary words to their real counterparts. I needed to keep in mind that my students are newcomers to ASL and are just learning how to participate in simple conversation with the use of basic vocabulary.

They were able to use intrinsic motivation based on their interests and love of animals to discuss simple ASL sentences using verbs, adjectives, and nouns. Eventually students were able to address how they were taking care of pets, and which category of animals belonged to the Zoo, SeaWorld, or Pets with picture cues. They were able to work together and take turns with peers with adult guidance in the lessons when they developed confidence in role-playing using ASL vocabulary. Using a formal grid to take data and assessing each student's knowledge in labeling vocabulary was very unnatural and they did better when asked to label vocabulary in a natural setting such as our community outings, discussion of realia, or through our picture stories. Initially students needed the help of teacher modeling with vocabulary words and ASL sentence frames. Students would follow each other's cues and sign together to independently using ASL on their own with the help of pictures and objects. With the help of costumes, the use of props, pictures, and realia, students were able to take on the role and create their own stories with reference to concrete materials, events or pictures.

In succeeding the first and second goal, students were introduced to the topic through teacher-initiated reading, introduction, and modeled activities. This was done through reading stories, categorization of animals, and using ASL sentence frames for simple conversational pieces. It started off very systematically and structured for students to build, practice, and how the vocabulary is used. Afterwards, we went into role-playing experience with teacher guidance which allowed for students to transfer from foundational knowledge of how the vocabulary is used to understanding what it means. Finally, students used classroom experience into the natural setting to discuss what is happening and convey confidence in initiating conversation about what they notice around them. The evaluation process of student knowledge of the vocabulary came through their reading and writing experience using the pictures as a medium for simple discussion in ASL and written English during our Language Experience Approach topics.

I tested the students' knowledge about the animals they saw at SeaWorld through our Language Experience Approach time together. They had worked on building vocabulary to label sea animals as seen on Table 9.1 below.

Initially I had taken data by asking each student to label what each animal was on the picture, but they did much better in an environment where they were engaged in naming what was in the story as a group. The story of the Animals SeaWorld is in Appendix B as a result of student work. The pictures were chosen by my first group consisting of AC, JPS, and JR. ENP, FM, and EB participated in the writing of the story. N was not able to participate in the creation of the stories due to the critical need to catch up in math.

**Table 9.1: Animals SeaWorld Core Vocabulary:**

<b>Animals SeaWorld Unit Vocabulary identification in both receptive/expressive use</b>						
	<b>Dolphin</b>	<b>Whale</b>	<b>Shark</b>	<b>Turtle</b>	<b>Fish</b>	<b>Seal</b>
<b>AC</b>	<b>X</b>	<b>X</b>	<b>X*</b>	<b>X</b>	<b>X</b>	<b>X</b>
<b>ENP</b>	<b>X*</b>	<b>X*</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>
<b>EB</b>	<b>X*</b>	<b>X*</b>	<b>X*</b>	<b>X</b>	<b>X</b>	<b>X</b>
<b>FM</b>	<b>X</b>	<b>X</b>	<b>X*</b>	<b>X</b>	<b>X</b>	<b>X</b>
<b>JPS</b>	<b>X*</b>	<b>X*</b>	<b>X*</b>	<b>X*</b>	<b>X</b>	<b>X</b>
<b>JR</b>	<b>X*</b>	<b>X</b>	<b>X*</b>	<b>X*</b>	<b>X</b>	<b>X*</b>
<b>N</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>

Note:

X= Expressive/Receptive

x= Receptive only

\*= With support

- = Cannot identify

As seen in Table 9.1, students had the most issues with signing Dolphin, Whale, and Shark. Students would often mix the signs dolphin and whale when identifying them in the story. The sign for shark was tough for students to form the handshapes for due to the complexity of using the B handshape in between an open 5 handshape. A better alternative would have been to have students just use the B handshape for the sign SHARK. Students were very successful with the sign for FISH, SEAL, and TURTLE due to previous exposure to the vocabulary words in repeated outings every year with themes around the vocabulary, except for JR who is new to the school program. The words DOLPHIN, SHARK, and WHALE are very new concept for students as it was their first exposure to the use of them.

After the students have created and read their book about SeaWorld, we discussed more in depth about the animals at the Zoo. They worked on categorization and new sentence frames to place the animal toys in two different tubs labeled SeaWorld and Zoo. As seen in Table 9.2, students demonstrated competencies in using the ASL signs for Zoo animals after the creation of our classroom book about the Zoo as seen in Appendix B. The groups stayed the same during the process of the shared writing during our Language Experience time together. AC would occasionally transfer into the writing group to help with forming simple sentences.

**Table 9.2: Animal Zoo Core Vocabulary:**

<b>Animal Zoo Unit Vocabulary identification in both receptive/expressive use</b>							
	<b>Bear</b>	<b>Monkey</b>	<b>Giraffe</b>	<b>Snake</b>	<b>Lion</b>	<b>Elephant</b>	<b>Deer</b>
<b>AC</b>	<b>X</b>	<b>X*</b>	<b>X</b>	<b>X</b>	<b>X*</b>	<b>X</b>	<b>X</b>
<b>ENP</b>	<b>X</b>	<b>X*</b>	<b>X</b>	<b>X</b>	<b>X*</b>	<b>X</b>	<b>X</b>
<b>EB</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X*</b>	<b>X*</b>	<b>X</b>
<b>FM</b>	<b>X</b>	<b>X*</b>	<b>X</b>	<b>X</b>	<b>X*</b>	<b>X</b>	<b>X</b>
<b>JPS</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X*</b>	<b>X*</b>	<b>X*</b>	<b>X</b>
<b>JR</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X*</b>	<b>X*</b>	<b>X</b>	<b>X</b>
<b>N</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X*</b>	<b>X</b>	<b>X</b>



Note:

X= Expressive/Receptive

x= Receptive only

\*= With support

- = Cannot identify

In Table 9.2, all students had a hard time identifying LION without support. This sign uses a simple open 5 handshape, but it was the first time they were exposed to the vocabulary word. Sometimes they would convey the sign, but required repeated encounters with the word LION. If more time was spent on discussing lions, students would develop better concepts about the word. Students had confidence in naming BEAR, DEER, and GIRAFFE in ASL. The vocabulary for bear and deer has been exposed to the students numerous times in the past. Giraffe is a new word that the students picked up on with little issue ever since their very close encounter to seeing the giraffes being fed at the Zoo. Many students loved the word SNAKES, especially EB and despite it being the first time they were exposed to the word, they were able to form the handshape with little issue due to their interest in the reptile. ENP had an obsession with the elephants and would use this word repeatedly in many situations with the Zoo especially with his close encounter with them. He would discuss how much he liked elephants and would point to himself in the picture with them in the story.

Moving onto a different unit with the same theme of animals and responsibility, students learned and gained confidence in using ASL vocabulary for different types of pets. Most of them have seen dogs before during our Therapy Dog sessions, but did not know what it meant to take care of them or what other pets are out there. This unit was largely expanded into how we take care of our pets, and what to do if they were sick. Table 9.3 addresses how much the students were able to pick up the signs for core vocabulary words. Students worked on the story for our

classroom pet fish in the same groups except for AC who participated in both choosing pictures and writing due to his growth in letter recognition skills.

**Table 9.3: Pets Unit Core Vocabulary:**

	<b>Cat</b>	<b>Dog</b>	<b>Fish</b>	<b>Horse</b>	<b>Rabbit</b>
<b>AC</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X*</b>	<b>X</b>
<b>ENP</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>
<b>EB</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>x*</b>	<b>X</b>
<b>FM</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>
<b>JPS</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X*</b>	<b>X*</b>
<b>JR</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X*</b>	<b>X*</b>
<b>N</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>

Note

X= Expressive/Receptive

x= Receptive only

\*= With support

- = Cannot identify

All students knew the vocabulary words for CAT and DOG through frequent exposure to the two pets. Some students such as AC, EB, JR, and ENP learned the word in ASL instead of referring to pointing/gesturing to the animal. They also revisited the word FISH and understood exactly what it meant, applying it to previous encounters and new experiences with our classroom pet Sprinkles. Most students had no issue forming the handshape for RABBIT except for JR and JPS who had issues forming the shapes for signing. They did start to understand and applied the word for HORSE because of their close encounter with one at the Helen Woodward Center.

Throughout our activities, the culminating event was writing and reading the books using the ASL sentence frames we worked on which were, I SEE \_\_\_ ON/IN WATER/LAND, I LIKE/DISLIKE, MY FAVORITE, I HAVE/ \_\_\_ HAS, TAKE-CARE, BRUSH, FEED, WATER,

PET, CLEAN, SLEEP, WALK, and PLAY. We also extended the responsibility theme into SICK, TEMPERATURE, STETHOSCOPE, BLOOD PRESSURE, SHOT, and BETTER. I evaluated the students on select ASL phrases used into written English as shown in Table 9.4 and 9.5 below. I chose fair and appropriate phrases that we worked on in repeated settings.

**Table 9.4: ASL Sentence Frames**

<b>Receptive/Expressive ASL Sentence Frames Describe/Verbs</b>						
	<b>I HAVE</b>	<b>I LIKE</b>	<b>I SEE</b>	<b>WHERE?</b>	<b>TAKE-CARE</b>	<b>FAVORITE</b>
<b>AC</b>	<b>X</b>	<b>X</b>	<b>X*</b>	<b>X</b>	<b>X</b>	<b>x*</b>
<b>ENP</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>
<b>EB</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>x*</b>	<b>X</b>	<b>X*</b>
<b>FM</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X*</b>	<b>X</b>	<b>x</b>
<b>JPS</b>	<b>X*</b>	<b>X*</b>	<b>X</b>	<b>X</b>	<b>X*</b>	<b>x</b>
<b>JR</b>	<b>X</b>	<b>X*</b>	<b>X*</b>	<b>X*</b>	<b>X</b>	<b>X*</b>
<b>N</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X*</b>	<b>X</b>	<b>x</b>

Note:

X= Expressive/Receptive

x= Receptive only

\*= With support

- = Cannot identify

**Table 9.5: Written English Sentence Frames**

<b>Written/Reading English Sentence Frames Describe/Verbs</b>				
	<b>HAVE/HAS</b>	<b>LIKE/LIKES</b>	<b>SEE/s</b>	<b>WHERE?</b>
<b>AC</b>	<b>x</b>	<b>x</b>	<b>x</b>	<b>x</b>
<b>ENP</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>x</b>
<b>EB</b>	<b>x</b>	<b>X</b>	<b>X</b>	<b>x</b>
<b>FM</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>
<b>JPS</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>JR</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>N</b>	<b>-</b>	<b>x</b>	<b>x</b>	<b>x</b>

Note:

X= writing/reading

x= reading only

The sentence frames consisted of more complex phrases that included both verbs and adjectives that the students need repeated opportunities to utilize them for key conversational pieces going beyond using one word to label nouns. The result of it was rewarding as we have students going from using 1-2 ASL vocabulary words to label objects to using 5-6 word phrase samples. An example of this is ENP going from signing, “(pt to) FISH” to “ME WANT TAKE-CARE FISH FEED FOOD” which shows huge exponential growth in conversation pieces to help with lessening communication frustration by illustrating the point/command in ASL. Confidence has grown and is shown by Table 9.4 how much students picked up on the sentence frame with either expressive or receptive understanding of direction or commands in ASL through our role-playing events. Table 9.5 shows how transference is beginning to happen from ASL to written English, but still requires more exposure and experience with the writing process. The goal has been partially met, but not all students were able to transfer the ASL simple sentences into written English for the curriculum. Even students that were more independent needed some support with writing the verbs and creating full sentences from the teacher. This was highly prevalent in their final book when students wrote words using mostly nouns and a little bit of description as seen in Appendix B for student work.

Overall, the first goal of ASL to Written English is partially satisfied but students need continuous and ongoing support for the writing process. Due to multiple disabilities and the stages of development the students are in, they vary in writing skill set as well as expressing ASL signs. The second goal has been met as all students at some point of their CBI experience were eager to show and talk about what they see in the natural environment fuel their intrinsic motivation to communicate with others. The third goal has been a challenge for some students, but everyone participated in role play events with each other using ASL sentence frames. The last story creation was done by the teamwork of students writing it together and showing each other how to spell certain vocabulary words.

## X. CONCLUSION

My experience with the students I have worked with has been a rewarding experience seeing them overcome the challenges and obstacles that come their way. I am confident that they have gained a lot of ground in developing their ASL conversational skills, reading, and writing skills translation to/from ASL and English. They have picked up on a lot of natural social experiences that goes further than just in the classroom. I am thankful to be given the opportunity to implement the curriculum for the development of our student needs.

Our students benefitted from re-enactments, pictures, realia, and opportunities to practice ASL with not only our adults, but their peers. I had to adapt the curriculum to align with our ASL-D experience which intertwined as a nice change, adding structure to emphasize bi-lingual language development. I also participated in the creation of our ASL Development through our workshops, translating the English text to ASL. I went further and used the units that correlated with my units/theme of Pets and Animals with permission from my colleagues for the purpose of implementing the curriculum. The Focused English Language Development is in Appendix B for reference, although I translated the phrases into ASL sentence frames to fit the appropriateness of the curriculum and adapted it for my students' language needs.

Upon reflection, I learned a lot from this experience with the students and staff. Future concerns of mine include liability risks for transporting the students and motivation to find sponsorship so students have coverage when going on community outings. Communication with staffing and relationships with families are extremely important to making the commute work for our students. Family involvement with the community outings is crucial in connecting school to the home environment, maximizing learning for students. This curriculum is one that could easily

be taught and expanded during half of the school year since the pacing was very quick especially for our students who need the time to process information. The content needs to be explored in depth in addition to range. Students need more exposure to letter recognition, pre-writing skills, and drawing in order to strengthen their capabilities for our shared writing experience in addition to shared reading. Students also need more opportunities to role-play and independence in initiating conversation with each other using the ASL sentence frames. I'm looking forward to addressing these issues during my teaching career with my future D/HH students.

It has been amazing to take the students on the enriching outings for rare experiences that are important to their development as a potential reader and writer. I have been fortunate to bring the students to places such as SeaWorld, the Zoo, and the Helen Woodward Center which would not have been made possible without the support of the staff, site administrator, and parents. I cannot thank them enough for the precious moments we had with our students and the opportunity to see them blossom into confidence as they gain independence initiating conversation in and out of the community. We have truly grown as a community in our own classroom with the involvement of peer to peer interaction and empowerment, support from Para-professionals, and families.

# Appendix A

**Curriculum:** Responsibility/ FASLD/ELD development Unit 5

**Newcomers Group ASL**

**Unit:** Animals We Take Care of

**Lesson:** Check it out at the Library

**Animals to learn:**

**Zoo Component:**

1. Bear
2. Monkey
3. Giraffe
4. Snakes
5. Lions
6. Elephants
7. Deer

**SeaWorld Component:**

1. Dolphin
2. Whale
3. Shark
4. Turtle (review)
5. Fish (review)
6. Seal (review)

<b>Public Library and Animal intro</b> <b>Unit 1 Lesson 1</b> <b>ASL/Focused English Language Development Unit 5 Cycle 1: Favorite Animal</b>
<p><b>Goals (DHH ++):</b></p> <ol style="list-style-type: none"> <li>1. Identify and match key vocabulary words to ASL to realia</li> <li>2. Use 2-3 word sentences minimum to discuss what happened in the pictures</li> <li>3. Practice safety and responsibility out in the community</li> </ol>
<p><b>Objective:</b></p> <p>Apply vocabulary, ANIMALS, ZOO, SEAWORLD, FAVORITE to meaning of their surrounding environment with support from teachers and picture prompts while following street safety rules and ways to take care of our books.</p>
<p><b>Language Objective:</b></p> <p>Discuss in ASL different types of zoo/seaworld animals listed through What questions and pick the appropriate animal at least 3 out of 5 times.</p>



ANIMAL YOU HAVE?

ME HAVE \_\_\_\_\_

**Materials:**

1. Librarian and Interpreter set up
2. Animals, Zoo, Seaworld, Favorite future lessons Vocabulary Cards generated based on student interest choice from list above
3. Promethean Board
4. Pictures of rules during CBIs
5. Sign name cards.
6. Book Bag
7. Library card
8. Ipad for pictures/documentation
9. ASL picture sentence frames to practice ANIMAL YOU LIKE/FAVOR WHAT?

**Set-Up:**

- Make arrangements with the Librarian at least 3 weeks ahead of time.
- Schedule an interpreter for the time slot
- Have the permission slips approved by all parents. This should blanket all the Community Outings. Make sure to attach a schedule of what activities the students will be doing for their reference and opportunities to join.

**Introduction/Frontloading (Day 1):**

1. Go over rules:
    - Hold hands with a buddy
    - Follow street safety
    - Stick with an adult
    - Do not talk with strangers
  2. Teacher demonstrates role playing through gestures/actions, showing both the wrong and right way to follow the rules in holding hands with a buddy. Students show how they follow the proceeding rules out in the community.
  3. Discuss Outing Unit: Animals, adding the picture card to the calendar of when we're headed to the library
  4. Introduce animal vocabulary and their pictures
  5. Have students discuss their favorite animals from picture cards, vocabulary will be generated based on their favorite animal
  6. Take pictures of DHH ++ signing each vocabulary word to cut out, trace and glue into their binders for practice at school and home.
- Notify parents of the specific community outing and invite them out with us as an option.

**Closure:**

- Students sign and show what animal they have: ME HAVE \_\_\_\_\_

**Outing/Activity (Day 2):**

1. Indicate on calendar, that the library outing is today

<ol style="list-style-type: none"> <li>2. Students line up and hold their buddy's hand for walking</li> <li>3. At the library, the librarian reads a story related to animals. Students must practice how to watch and follow the interpreter signing.</li> <li>4. Students break into pairs to look for specific books we need related to their favorite animal, and other animals</li> <li>5. Check out</li> </ol> <p><b>Closing:</b></p> <ol style="list-style-type: none"> <li>6. Walk back to the classroom</li> <li>7. Discuss categorizing books on wild Animals</li> <li>8. Organize books in categories on shelf</li> </ol>
<p><b>Assessment DHH ++:</b> Students identifying their favorite animal book from the public library in ASL 3 out of 5 times.</p>

**Lesson:** SeaWorld Animals

<p><b>SeaWorld</b> <b>Unit 1 Lesson 2</b> <b>ASL/Focused English Language Development Unit 5 Cycle 2</b></p>
<p><b>Goals (DHH ++):</b></p> <ol style="list-style-type: none"> <li>1. Identify and match key vocabulary words to ASL to realia</li> <li>2. Use 2-3 word sentences minimum to discuss what happened in the pictures</li> <li>3. Practice safety and responsibility out in the community</li> <li>4. Review and build on previous lesson about Animals</li> </ol>
<p><b>Objective:</b> Identify seaworld animal vocabulary in ASL on checklist with assistance as needed and match it to the zoo animals while following safety rules.</p> <p><b>Language Objective:</b></p> <p>Discuss in ASL different types of zoo/seworld animals using what questions and pick correct animal at least 3 out of 5 times using visual prompts, teacher modeling, and ASL sentence frames</p> <p>Review:</p> <p>ANIMAL YOU HAVE?</p> <p>ME HAVE _____</p> <p>New:</p> <p>YOU SEE WHAT?</p> <p>I SEE ____</p>
<p><b>Materials:</b></p> <ol style="list-style-type: none"> <li>1. Animals vocabulary cards and picture/animal checklist</li> <li>2. Promethean Board</li> </ol>

3. Pictures of rules during CBIs review
4. ASL sentence frame for : YOU SEE WHAT/ME SEE\_\_\_\_
5. Sign name cards.
6. Ipad for pictures/documentation

**Set-Up:**

- Make arrangements with Seaworld at least 3 weeks ahead of time.
- Schedule an interpreter for the time slot if needed
- Have the permission slips approved by all parents. This should blanket all the Community Outings. Make sure to attach a schedule of what activities the students will be doing for their reference and opportunities to join.
- Reserve/organize transportation for students

**Introduction/Frontloading (Day 1):**

1. review rules:
  - Hold hands with a buddy
  - Follow street safety
  - Stick with an adult
  - Do not talk with strangers
2. Discuss Outing Unit: Animals, adding the picture card to the calendar of when we're headed to the zoo
2. Have students label animals from picture cards. Students note and sign what animal object each student has for animals signed: ANIMAL YOU HAVE? (pt to JP) ME HAVE TURTLE
3. Introduce: YOU SEE WHAT? ME SEE \_\_\_\_ practicing with animal picture cards
4. Take pictures of DHH ++ signing each vocabulary word to cut out, trace and glue into their binders for practice at school and home.

**Closure:**

- WHERE WE GO? Have students point to the picture and sign where we are going to: SEE SEA WORLD ANIMAL

**Outing/Activity (Day 2):**

1. Indicate on calendar, that SeaWorld is today
2. Students line up and get ready for the drive, everyone wears name tags
3. Each student has a checklist to follow to see the animals: Seal, Dolphin, Whale, Turtle, Fish, Shark  
Students stick together and take pictures

**Closing:**

4. Drive back to the classroom  
review sentence frames: ANIMAL SEE WHAT? ANIMAL I SEE\_\_\_\_

**Assessment DHH ++:**

Students identifying the vocabulary words using ASL sentence frames in conversation as measured on a checklist accurately at least 3 out of 5 times through the use of ASL.

<b>SD Zoo</b> <b>Unit 1 Lesson 3</b> <b>ASL/Focused English Language Development Unit 5 Cycle 2</b>
<p><b>Goals (DHH ++):</b></p> <ol style="list-style-type: none"> <li>1. Identify and match key vocabulary words to ASL to realia</li> <li>2. Use 2-3 word sentences minimum to discuss what happened in the pictures</li> <li>3. Practice safety and responsibility out in the community</li> <li>4. Review and build on previous lesson about Animals</li> </ol>
<p><b>Objective:</b> Identify zoo animal vocabulary in ASL on checklist with assistance as needed and match it to the zoo animals while following safety rules.</p> <p><b>Language Objective:</b></p> <p>Discuss in ASL different types of zoo animals yes/no questions and pick correct animal at least 3 out of 5 times using visual prompts, teacher modeling, and ASL sentence frames</p> <p>Review:</p> <p>ANIMAL YOU HAVE?</p> <p>ME HAVE _____</p> <p>YOU SEE WHAT?</p> <p>I SEE _____</p> <p>New:</p> <p>ANIMAL YOU LIKE WHAT?</p> <p>ME LIKE _____</p>
<p><b>Materials:</b></p> <ol style="list-style-type: none"> <li>7. Animals vocabulary cards and picture/animal checklist</li> <li>8. Promethean Board</li> <li>9. Pictures of rules during CBIs review</li> <li>10. ASL sentence frame for : ANIMAL YOU LIKE WHAT/ME LIKE_____</li> <li>11. Sign name cards.</li> <li>12. Ipad for pictures/documentation</li> </ol>
<p><b>Set-Up:</b></p> <ul style="list-style-type: none"> <li>- Make arrangements with the San Diego Zoo at least 3 weeks ahead of time.</li> <li>- Schedule an interpreter for the time slot if needed</li> <li>- Have the permission slips approved by all parents. This should blanket all the Community Outings. Make sure to attach a schedule of what activities the students will</li> </ul>

- be doing for their reference and opportunities to join.
- Reserve/organize transportation for students

**Introduction/Frontloading (Day 1):**

4. review rules:
  - Hold hands with a buddy
  - Follow street safety
  - Stick with an adult
  - Do not talk with strangers
2. Discuss Outing Unit: Animals, adding the picture card to the calendar of when we're headed to the zoo
5. Have students discuss their favorite animals from picture cards, vocabulary will be generated based on their favorite animal (extension: chart and tally favorite animals for students to track). Students note and sign what each student see for animals signed: ANIMAL YOU SEE? (pt to JP) ME SEE GIRAFFE
6. Introduce: ANIMAL YOU LIKE WHAT? ME LIKE \_\_\_ practicing with animal picture cards
4. Take pictures of DHH ++ signing each vocabulary word to cut out, trace and glue into their binders for practice at school and home.

**Closure:**

- WHERE WE GO? Have students point to the picture and sign where we are going to: SEE ZOO/ANIMAL

**Outing/Activity (Day 2):**

5. Indicate on calendar, that the zoo is today
6. Students line up and get ready for the drive, everyone wears name tags
7. Each student has a checklist to follow to see the animals: Bear, Monkey, Giraffe, Snakes, Turtles, Lions, Elephants, Deer (favorites take priority, it's okay if you can't get through to all the animals)

Students stick together and take pictures

**Closing:**

8. Drive back to the classroom  
review sentence frames: ANIMAL SEE WHAT? ANIMAL I SEE\_\_\_

**Assessment DHH ++:**

Students identifying the vocabulary words using ASL sentence frames in conversation as measured on a checklist accurately at least 3 out of 5 times through the use of ASL.

<b>SeaWorld</b> <b>Unit 2 Lesson 1</b> <b>ASL/Focused English Language Development Unit 5 Cycle 4</b>
<p><b>Goals (DHH ++):</b></p> <ol style="list-style-type: none"> <li>1. Identify and match key vocabulary words to ASL to pictures</li> <li>2. Use 2-3 word sentences minimum to discuss what happened in the pictures</li> <li>3. Review and build on previous lesson about SeaWorld Animals</li> <li>4. Create a classroom book</li> </ol>
<p><b>Objective:</b>  As a shared writing experience, students choose pictures from the SeaWorld trip and create their ASL to English sentences with guided support from staff members, access to picture cards/ASL sentence strips using the promethean board.</p> <p><b>Language Objective:</b></p> <p>Review and sign in ASL different what animals they saw pick an animal they see at least 3 out of 5 times using visual prompts, teacher modeling, and ASL sentence frames.</p> <p>In a shared writing experience, students with support from teachers, will translate Sea world topics into written English at least 3 out of 5 times using scaffolds.</p> <p>Review:  YOU SEE WHAT?    ME SEE _____    SEAWORLD SEE WHAT? ZOO I SEE _____</p> <p>New:  ANIMAL _____ WHERE? ON LAND? IN WATER    (pt to picture)_ (name of animal)____ ON LAND/IN WATER</p>
<p><b>Materials:</b></p> <ol style="list-style-type: none"> <li>1. Animals vocabulary cards and picture/animal checklist</li> <li>2. Promethean Board</li> <li>3. Pictures of rules during CBIs review</li> <li>4. ASL sentence frame for : YOU SEE WHAT/ME SEE_____</li> <li>5. Sign name cards.</li> <li>6. Ipad for pictures/documentation</li> </ol>
<p><b>Set-Up:</b></p> <ul style="list-style-type: none"> <li>- Organize Sea Animal pictures with choices for students to pick from on promethean board</li> <li>- Place order arrangement, recommended 7-8 pages for younger students.</li> </ul> <p><b>Introduction/Frontloading (Day 1):</b>  Review:  7. ASL sentence strips: Have students discuss their favorite animals from picture cards, vocabulary will be generated based on their favorite animal (extension: chart and tally</p>

favorite animals for students to track). Students note and sign what each student likes for animals signed: ANIMAL \_\_\_ FAVORITE? (pt to student) FAVORITE TURTLE/YOU LIKE \_\_\_? YES/NO

ANIMAL SEE WHAT? ME SEE \_\_\_ practicing with animal picture cards

8. Students look through, and identify animals using ASL simple sentences. They pick out which picture they like to add to the book for next time.

**Outing/Activity (Day 2):**

1. Picture walk with the students of what they've picked for the story.
2. Using the picture for the title page, have students sign what it is and with support, write the title they picked.
3. With reference to the ASL sentence strips and vocabulary picture cards, students will compose simple sentences about their picture in a shared writing environment.

**Closing:**

1. Read the student generated story together

**Assessment DHH ++:**

Students translating from ASL into written English form in their Language Experience Activity at least 3 out of 5 times, resulting as a classroom book.

**Zoo**

**Unit 2 Lesson 1**

**ASL/Focused English Language Development Unit 5 Cycle 4**

**Goals (DHH ++):**

5. Identify and match key vocabulary words to ASL to pictures
6. Use 2-3 word sentences minimum to discuss what happened in the pictures
7. Review and build on previous lesson about Zoo Animals
8. Create a classroom book

**Objective:**

As a shared writing experience, students choose pictures from the Zoo trip and create their ASL to English sentences with guided support from staff members, access to picture cards/ASL sentence strips, and realia using the promethean board.

**Language Objective:**

Review and sign in ASL different types of zoo animals yes/no questions, what animals they saw, pick a favorite animal at least 3 out of 5 times using visual prompts, teacher modeling, and ASL sentence frames.

In a shared writing experience, students with support from teachers, will translate ASL Zoo topics into written English at least 3 out of 5 times using scaffolds.

**Review:**

ANIMAL YOU LIKE/FAVOR WHAT?

ME LIKE \_\_\_\_\_

YOU LIKE \_\_\_\_?

YES/NO

YOU SEE WHAT?

ME SEE \_\_\_\_\_

ZOO SEE WHAT? ZOO I SEE \_\_\_\_\_

New:

ANIMAL \_\_\_\_ WHERE?

(pt to picture)\_(name of animal)\_\_\_\_

**Materials:**

7. Animals vocabulary cards and picture/animal checklist
8. Promethean Board
9. Pictures of rules during CBIs review
10. ASL sentence frame for : YOU SEE WHAT/ME SEE\_\_\_\_\_
11. Sign name cards.
12. Ipad for pictures/documentation

**Set-Up:**

- Organize Zoo Animal pictures with choices for students to pick from on promethean board
- Place order arrangement, recommended 7-8 pages for younger students.

**Introduction/Frontloading (Day 1):**

Review:

9. ASL sentence strips: Have students discuss their favorite animals from picture cards, vocabulary will be generated based on their favorite animal (extension: chart and tally favorite animals for students to track). Students note and sign what each student likes for animals signed: ANIMAL \_\_\_\_ FAVORITE? (pt to student) FAVORITE TURTLE/YOU LIKE \_\_\_\_? YES/NO  
ZOO SEE WHAT? ME SEE \_\_\_\_ practicing with animal picture cards
10. Students look through, and identify animals using ASL simple sentences. They pick out which picture they like to add to the book for next time.

**Outing/Activity (Day 2):**

4. Picture walk with the students of what they've picked for the story.
5. Using the picture for the title page, have students sign what it is and with support, write the title they picked.
6. With reference to the ASL sentence strips and vocabulary picture cards, students will compose simple sentences about their picture in a shared writing environment.

**Closing:**



2. Read the student generated story together
<b>Assessment DHH ++:</b>  Students translating from ASL into written English form in their Language Experience Activity at least 3 out of 5 times, resulting as a classroom book.

**Pets:**

1. Cat
2. Dog
3. Fish
4. Horse
5. Rabbits

<b>Public Library and Pet intro Unit 3 Lesson 1 ASL/Focused English Language Development Unit 5 Cycle 1</b>
<b>Goals (DHH ++):</b> <ol style="list-style-type: none"> <li>1. Identify and match key vocabulary words to ASL to realia</li> <li>2. Use 2-3 word sentences minimum to discuss what happened in the pictures</li> <li>3. Practice safety and responsibility out in the community</li> </ol>
<b>Objective:</b> Apply vocabulary, RESPONSIBILITY, PET, TAKE-CARE to meaning of their surrounding environment with support from teachers and picture prompts while following street safety rules and ways to take care of our books.  <b>Language Objective:</b>  Discuss in ASL different types of zoo/seaworld animals listed through What questions and pick the appropriate animal at least 3 out of 5 times.  PET _____  YOU HAVE PET?  YES/NO ME HAVE PET _____
<b>Materials:</b> <ol style="list-style-type: none"> <li>1. Librarian and Interpreter set up</li> <li>2. Categorizing Animals and Pets</li> <li>3. Promethean Board</li> <li>4. Pictures of rules during CBIs</li> <li>5. Sign name cards.</li> <li>6. Book Bag</li> <li>7. Library card</li> </ol>

<p>8. Ipad for pictures/documentation</p> <p>9. ASL picture sentence frames to practice PET YOU HAVE WHAT?</p>
<p><b>Set-Up:</b></p> <ul style="list-style-type: none"> <li>- Make arrangements with the Librarian at least 3 weeks ahead of time.</li> <li>- Schedule an interpreter for the time slot</li> <li>- Have the permission slips approved by all parents. This should blanket all the Community Outings. Make sure to attach a schedule of what activities the students will be doing for their reference and opportunities to join.</li> </ul> <p><b>Introduction/Frontloading (Day 1):</b></p> <ol style="list-style-type: none"> <li>1. Go over rules: <ul style="list-style-type: none"> <li>-Hold hands with a buddy</li> <li>-Follow street safety</li> <li>-Stick with an adult</li> <li>-Do not talk with strangers</li> </ul> </li> <li>2. Teacher demonstrates role playing through gestures/actions, showing both the wrong and right way to follow the rules in holding hands with a buddy. Students show how they follow the proceeding rules out in the community.</li> <li>3. Discuss Outing Unit: Pets adding the picture card to the calendar of when we're headed to the library</li> <li>4. Introduce pet vocabulary and their pictures</li> <li>5. Have students discuss their favorite pet from picture cards, vocabulary will be generated based on their favorite animal</li> <li>6. Take pictures of DHH ++ signing each vocabulary word to cut out, trace and glue into their binders for practice at school and home. Notify parents of the specific community outing and invite them out with us as an option.</li> </ol> <p><b>Closure:</b></p> <ul style="list-style-type: none"> <li>- Students sign and show what pet they have: ME HAVE _____ and categorize pets and zoo animals</li> </ul>
<p><b>Outing/Activity (Day 2):</b></p> <ol style="list-style-type: none"> <li>7. Indicate on calendar, that the library outing is today</li> <li>8. Students line up and hold their buddy's hand for walking</li> <li>9. Return the books from the Animal Unit</li> <li>10. At the library, the librarian reads a story related to pets. Students must practice how to watch and follow the interpreter signing.</li> <li>11. Students break into pairs to look for specific books we need related to a pet</li> <li>12. Check out</li> </ol> <p><b>Closing:</b></p> <ol style="list-style-type: none"> <li>13. Walk back to the classroom</li> <li>14. Discuss categorizing books on pets</li> <li>15. Organize books in categories on shelf</li> </ol>
<p><b>Assessment DHH ++:</b></p> <p>Students sign what pet they have using realia in ASL 3 out of 5 times.</p>
<p><b>Pet Shelter</b>  <b>Unit 3 Lesson2</b>  <b>ASL/Focused English Language Development Unit 5 Lesson 1</b></p>

<p><b>Goals (DHH ++):</b></p> <ol style="list-style-type: none"> <li>1. Identify and match key vocabulary words to ASL to realia</li> <li>2. Use 2-3 word sentences minimum to discuss what happened in the pictures</li> <li>3. Practice safety and responsibility out in the community</li> </ol>
<p><b>Objective:</b> Apply vocabulary (Pet: Cat, Dog, Fish, Mouse, Horse, &amp; Rabbit) to meaning of their surrounding environment while following safety rules and identifying vocabulary to pets.</p> <p><b>Language Objective:</b> Using ASL sentence frames, scaffolding, realia, review of core vocabulary from the Animal Unit and community outings, students will sign vocabulary words related to pets at least 3 out of 5 times.</p> <p>PET _____</p> <p>YOU HAVE PET?</p> <p>YES/NO ME HAVE PET _____</p>
<p><b>Materials:</b></p> <ol style="list-style-type: none"> <li>1. Vocabulary Cards to go over: Pet, Cat, Dog, Fish, Mouse, Horse, &amp; Rabbits.</li> <li>2. Promethean Board</li> <li>3. Sign name cards.</li> <li>4. Ipad for pictures/documentation</li> <li>5. ASL cards for sentence frames</li> <li>6. Student pictures of their pets from home to share</li> </ol>
<p><b>Set-Up:</b></p> <ul style="list-style-type: none"> <li>- Have the permission slips approved by all parents. This should blanket all the Community Outings. Make sure to attach a schedule of what activities the students will be doing for their reference and opportunities to join.</li> <li>- Reserve/organize transportation for students</li> </ul> <p><b>Introduction/Frontloading (Day 1):</b></p> <ol style="list-style-type: none"> <li>1. Discuss Outing Unit: Pets, adding the picture card to the calendar of when we're headed to the Pet Shelter.</li> <li>2. Introduce Pet pictures with students, signing and having students choral the signs of each pet. Students share their pets with the class using the ASL frame: ME HAVE PET _____</li> <li>3. Model (I do, We do, You do) and review the ASL sentence strips.</li> <li>4. Take pictures of DHH ++ signing each vocabulary word to cut out, trace and glue into their binders for practice at school and home.</li> </ol> <p><b>Closure:</b></p> <ul style="list-style-type: none"> <li>- Review ME HAVE PET _____ or ME HAVE PET NO</li> </ul> <p>Notify parents of the specific community outing and invite them out with us as an option.</p>
<p><b>Outing/Activity (Day 2):</b></p> <ol style="list-style-type: none"> <li>1. Indicate on calendar, that the pet shelter outing is today</li> </ol>

<p>2. Students line up and get ready for the drive</p> <p>3. Students stick together and take pictures signing vocabulary with correct realia</p> <p><b>Closing:</b></p> <p>4. Drive back to the classroom</p> <p>5. Discuss what students liked at the shelter</p>
<p><b>Assessment DHH ++:</b></p> <p>Students matching the vocabulary words to realia accurately at least 3 out of 5 times through the use of ASL.</p>
<p><b>Pet Store</b>  <b>Unit 3 Lesson 3</b>  <b>ASL/ELD Lesson 1 Unit 5</b></p>
<p><b>Goals (DHH ++):</b></p> <p>4. Identify and match key vocabulary words to ASL to realia</p> <p>5. Use 2-3 word sentences minimum to discuss what happened in the pictures</p> <p>6. Practice safety and responsibility out in the community</p>
<p><b>Objective:</b></p> <p>Apply vocabulary (Pet: Cat, Dog, Fish, Mouse, Horse, &amp; Rabbit) to meaning of their surrounding environment while following safety rules and identifying vocabulary to pets.</p> <p><b>Language Objective:</b></p> <p>Using ASL sentence frames, scaffolding, realia, review of core vocabulary from the Animal Unit and community outings, students will sign vocabulary words related to pets at least 3 out of 5 times.</p> <p>PET YOU LIKE/FAVOR WHAT?</p> <p>ME LIKE _____</p> <p>YOU LIKE ____?</p> <p>YES/NO</p>
<p><b>Materials:</b></p> <p>7. Vocabulary Cards to go over: Pet, Cat, Dog, Fish, Mouse, Horse, &amp; Rabbits.</p> <p>8. Promethean Board</p> <p>9. Sign name cards.</p> <p>10. Ipad for pictures/documentation</p> <p>11. ASL cards for sentence frames</p>
<p><b>Set-Up:</b></p> <ul style="list-style-type: none"> <li>- Have the permission slips approved by all parents. This should blanket all the Community Outings. Make sure to attach a schedule of what activities the students will be doing for their reference and opportunities to join.</li> <li>- Reserve/organize transportation for students</li> </ul> <p><b>Introduction/Frontloading (Day 1):</b></p> <p>1. Discuss Outing Unit: Pets, adding the picture card to the calendar of when we're headed</p>

to the Pet Store and let them know we're buying a fish.

2. Introduce Pet pictures with students, signing and having students choral the signs of each pet.

3. Model (I do, We do, You do) and review the ASL sentence strips: PET LIKE/FAVOR WHAT?/ME LIKE \_\_\_/YOU LIKE \_\_\_?/YES/NO

4. Take pictures of DHH ++ signing each vocabulary word to cut out, trace and glue into their binders for practice at school and home.

**Closure:**

- Review ASL: ME LIKE \_\_\_\_\_ with students signing the pet they like with a picture of a pet animal

Notify parents of the specific community outing and invite them out with us as an option.

**Outing/Activity (Day 2):**

6. Indicate on calendar, that the pet store outing is today
7. Students line up and get ready for the drive
8. Students stick together and take pictures signing vocabulary with correct realia
9. Pick up a new class fish and items needed for it.

**Closing:**

10. Drive back to the classroom
11. Discuss what students liked/favored at the pet store
12. Ask, can we keep fish? Yes, and model how we feed fish/take care of it.

**Assessment DHH ++:**

Students matching the vocabulary words to realia accurately at least 3 out of 5 times through the use of ASL.

**Pet Vet**

**Unit 3 Lesson 4**

**ASL/Focused ELD: Unit 5 Cycle 2 Review Lesson 1 & Introduce Lesson 3**

**Goals (DHH ++):**

1. Identify and match key vocabulary words to ASL to realia
2. Use 2-3 word sentences minimum to discuss what happened in the pictures
3. Practice safety and responsibility out in the community
4. Review and build on previous lesson about Pets

**Objective:**

Apply vocabulary (Vet: Sick, Help, Swim, Sleep, Eat) to meaning of their surrounding environment while following safety rules and identifying animals using ASL.

**Language Objective:**

Using ASL sentence frames, scaffolding, realia, and review of core vocabulary from the Animal Unit supplemental to the community outings, students will sign vocabulary words related to pets at least 3 out of 5 times.

Review:

YOU SEE WHAT?

ME SEE \_\_\_\_\_

PET SEE WHAT? PET I SEE \_\_\_\_\_

New:

FISH DOING WHAT?

FISH SICK/FINE  
(FISH NEED HELP/NEED SEE V-E-T)

FISH SWIM/SLEEP/EAT

**Materials:**

1. Vocabulary Cards to go over: Sick, Help, Swim, Sleep, Eat.
2. Promethean Board
3. Pictures of rules during CBIs review
4. Sign name cards.
5. Ipad for pictures/documentation
6. ASL sentence frames

**Set-Up:**

- Have the permission slips approved by all parents. This should blanket all the Community Outings. Make sure to attach a schedule of what activities the students will be doing for their reference and opportunities to join.
- Reserve/organize transportation for students

**Introduction/Frontloading (Day 1):**

1. Discuss Outing Unit: Vet's Office, what to do when our pet is sick. Mark on calendar when we're visiting the VET
2. Introduce Action pictures with students, signing and having students choral the signs of each action for FISH.
3. Model (I do, We do, You do) and review the ASL sentence strips: FISH DOING WHAT? FISH SICK/FINE (FISH NEED HELP) FISH SWIM/SLEEP/EAT NEED SEE V-E-T
4. Take pictures of DHH ++ signing each vocabulary word to cut out, trace and glue into their binders for practice at school and home.

**Closure:**

- Review and sign in ASL: FISH SICK/FISH NEED HELP/NEED SEE V-E-T. WE GO V-E-T.

Notify parents of the specific community outing and invite them out with us as an option.

**Outing/Activity (Day 2):**

1. Indicate on calendar, that the Vet outing is today
2. Students line up and get ready for the drive
3. Students stick together and take pictures
4. Students separate into 2 groups (3 students each) to visit the Vet's office. Identify what

animal it is and Sign \_\_\_ SICK \_\_\_ NEED HELP on video

**Closing:**

5. Drive back to the classroom
6. Using pictures, discuss what pet needed help at the vet and choose right picture cards to complete ASL sentence frame. Students sign the sentences together.
7. Ask, what happens if our fish is sick? Review: FISH DOING WHAT? FISH SICK/FISH NEED HELP/FISH NEED V-E-T

**Assessment DHH ++:**

Students identifying the action vocabulary words accurately at least 3 out of 5 times through the use of ASL.

**Horse Therapy**

**Unit 3 Lesson 5**

**ASL/Focused ELD: Unit 5 Cycle 3 Review Lesson 1 & Introduce Lesson 3**

**Goals (DHH ++):**

1. Identify and match key vocabulary words to ASL to realia
2. Use 2-3 word sentences minimum to discuss what happened in the pictures
3. Practice safety and responsibility out in the community
4. Review and build on previous lesson about Pets

**Objective:**

Apply vocabulary (Horse, Ride, Feed, Brush) to meaning of their surrounding environment while following safety rules and identifying animals using ASL.

**Language Objective:**

Using ASL sentence frames, scaffolding, realia, and review of core vocabulary from the Animal Unit supplemental to the community outings, students will sign vocabulary words related to pets at least 3 out of 5 times.

ME TAKE-CARE \_\_\_\_

Review:

YOU SEE WHAT?

ME SEE \_\_\_\_\_

PET SEE WHAT? PET I SEE \_\_\_\_

FISH SWIM/SLEEP/EAT

FISH SICK/FINE

FISH NEED HELP/NEED SEE V-E-T

New:

HORSE DO WHAT?

ME HORSE RIDE/FEED/BRUSH/PET/HELP/SEE

<p><b>Materials:</b></p> <ol style="list-style-type: none"> <li>1. Vocabulary Cards to go over: Sick, Help, Swim, Sleep, Eat.</li> <li>2. Promethean Board</li> <li>3. Pictures of rules during CBIs review</li> <li>4. Sign name cards.</li> <li>5. Ipad for pictures/documentation</li> <li>6. ASL sentence frames</li> </ol>
<p><b>Set-Up:</b></p> <ul style="list-style-type: none"> <li>- Have the permission slips approved by all parents. This should blanket all the Community Outings. Make sure to attach a schedule of what activities the students will be doing for their reference and opportunities to join.</li> <li>- Reserve/organize transportation for students</li> </ul> <p><b>Introduction/Frontloading (Day 1):</b></p> <ol style="list-style-type: none"> <li>1. Review pet fish unit vocabulary and ASL sentences with students</li> <li>2. Discuss Outing Unit: Therapy horses and introduce action vocabulary through Total physical demonstration/teacher acting. Mark on calendar when we're visiting the Therapy Horses with a picture card</li> <li>3. Introduce Action pictures with students, signing and having students choral the signs of each action for the horse.</li> <li>4. Model (I do, We do, You do) and review the ASL sentence strips: HORSE DO WHAT? ME HORSE RIDE/FEED/BRUSH/PET/HELP/SEE</li> <li>5. Take pictures of DHH ++ signing each vocabulary word to cut out, trace and glue into their binders for practice at school and home.</li> </ol> <p><b>Closure:</b></p> <ul style="list-style-type: none"> <li>- Review and sign in ASL: WHEN SEE HORSE? Have students point on the calendar when we're visiting the horses.</li> </ul> <p>Notify parents of the specific community outing and invite them out with us as an option.</p>
<p><b>Outing/Activity (Day 2):</b></p> <ol style="list-style-type: none"> <li>6. Indicate on calendar, that the Vet outing is today</li> <li>7. Students line up and get ready for the drive</li> <li>8. Students stick together and take pictures</li> <li>9. Students separate into 2 groups (3 students each) to visit the Therapy Horses. Identify the horses and what action we are using with them.</li> </ol> <p><b>Closing:</b></p> <ol style="list-style-type: none"> <li>10. Drive back to the classroom</li> <li>11. Using pictures, discuss what pet needed help at the vet and choose right picture cards to complete ASL sentence frame. Students sign the sentences together.</li> <li>12. Ask, HORSE DO WHAT? Students should answer with an action with assistance from pictures</li> </ol>
<p><b>Assessment DHH ++:</b></p> <p>Students identifying the action vocabulary words accurately at least 3 out of 5 times through the</p>



use of ASL.

**Our Pet Fish Book**  
**Unit 4 Lesson 1**  
**(ASL/Focused ELD Development Unit 5)**

**Goals (DHH ++):**

5. Identify and match key vocabulary words to ASL to pictures
6. Use 2-3 word sentences minimum to discuss what happened in the pictures
7. Review and build on previous lesson about Pets
8. Create a classroom book

**Objective:**

As a shared writing experience, students choose pictures from our pet fish photos and create their ASL to English sentences with guided support from staff members, access to picture cards/ASL sentence strips using the promethean board.

**Language Objective:**

Review and sign in ASL different types of pet fish yes/no questions, what pet they saw at the store, and pick a favorite pet at least 3 out of 5 times using visual prompts, teacher modeling, and ASL sentence frames.

In a shared writing experience, students with support from teachers, will translate ASL Pet topics into written English at least 3 out of 5 times using scaffolds.

Review:

PET YOU LIKE/FAVOR WHAT?

ME LIKE \_\_\_\_\_

YOU LIKE \_\_\_\_?

YES/NO

FISH DOING WHAT?

FISH SICK/FINE  
 (FISH NEED HELP/NEED SEE V-E-T)

FISH SWIM/SLEEP/EAT

New:

SEE WHAT IN PICTURE?

FISH SWIM/EAT/SICK/FINE

<p>____ HELP FISH</p>
<p><b>Materials:</b></p> <ol style="list-style-type: none"> <li>13. Fish action cards</li> <li>14. Promethean Board</li> <li>15. Pictures of rules during CBIs review</li> <li>16. ASL sentence frames</li> <li>17. Sign name cards.</li> <li>18. Ipad for pictures/documentation</li> </ol>
<p><b>Set-Up:</b></p> <ul style="list-style-type: none"> <li>- Organize Fish pictures with choices for students to pick from on promethean board</li> <li>- Place order arrangement, recommended 7-8 pages for younger students.</li> </ul> <p><b>Introduction/Frontloading (Day 1):</b></p> <p>Review:</p> <ol style="list-style-type: none"> <li>11. ASL sentence strips: Have students discuss their favorite pet from picture cards, vocabulary will be generated based on their favorite animal (extension: chart and tally favorite animals for students to track). Students note and sign what each student likes for animals signed: ANIMAL JP FAVORITE? (pt to JP) FAVORITE DOG/YOU LIKE ____? YES/NO PETSTORE SEE WHAT? ME SEE ____ practicing with pet picture cards</li> <li>12. Students look through, and identify animals using ASL simple sentences. They pick out which picture they like to add to the book for next time.</li> </ol>
<p><b>Outing/Activity (Day 2):</b></p> <ol style="list-style-type: none"> <li>16. Picture walk with the students of what they've picked for the story.</li> <li>17. Using the picture for the title page, have students sign what it is and with support, write the title they picked.</li> <li>18. With reference to the ASL sentence strips and vocabulary picture cards, students will compose simple sentences about their picture in a shared writing environment.</li> </ol> <p><b>Closing:</b></p> <ol style="list-style-type: none"> <li>3. Read the student generated story together</li> </ol>
<p><b>Assessment DHH ++:</b></p> <p>Students translating from ASL into written English form in their Language Experience Activity at least 3 out of 5 times, resulting as a classroom book.</p>

# Framework for Curriculum using Focused ELD

K/1

## Grade K/1 Focused ELD Curriculum Guide Unit 5 – Lesson Cycle 1

*Overarching Language Functions: Interpersonal Communication*

- B/EI** Express feelings and preferences
- I/EA/A** Contribute ideas and opinions to a discussions

**Topic: Favorite Animals**

### Teacher's Note:

- These units are designed as one week cycles. However, pacing may vary slightly according to student needs.
- There are a variety of examples for vocabulary, grammatical forms, prompts, and responses. Choose or add what works best for your students.
- Incorporate previous days' taught forms and vocabulary throughout the week as you build toward an application. No one-day exists in isolation.
- Provide students with ample opportunities for structured language practice.
- Guide students in bridging the use of the newly taught language throughout their day. Many students may not initially see how the language links to other content areas.
- Use the function tool in your Systematic ELD handbook for additional information and to modify the content. The tab numbers are referenced under each proficiency level below.

		Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
<b>Beginning forms and examples</b>  2 <sup>nd</sup> edition Tab 5.5  <i>*Sample sentences</i>	<b>Forms</b>	<b>Verb</b> <i>like</i> <b>Nouns</b> for animals: cats, dogs, birds, mice, rabbits, turtles, frogs, snakes, ( <i>student generated</i> )	<b>Nouns</b> from Lesson 1 <b>Responses:</b> My favorite...	<b>Verb</b> from Lesson 1 <b>Nouns</b> from Lesson 1 <b>Responses:</b> Yes/No	<b>Verbs</b> from Lesson 1+ <i>likes</i> <b>Nouns</b> from Lesson 1 <b>Pronouns</b> <i>he, she</i> <b>Conjunction</b> <i>and</i>	<b>Application</b>  Using taught forms students will interview their friends to find out their opinions on different animals.
	<b>Prompts</b>	What _ do you like? <i>What animals do you like?</i>	What are your favorite _? <i>What are your favorite animals?</i>	Do you like _? <i>Do you like turtles?</i>	What does _ like? <i>What does Maricela like?</i>	
	<b>Responses</b>	_. I like _. <i>Dogs.</i> <i>I like dogs.</i>	_. My favorite _ are _. <i>Rabbits.</i> <i>My favorite animals are rabbits.</i>	Yes/No. Yes, I like _. No, I like _. <i>Yes, I like turtles. OR</i> <i>No, I like snakes.</i>	He/She likes _. He/She likes _ and _. <i>She likes mice.</i> <i>OR</i> <i>She likes mice and birds.</i>	

K/1

## Grade K/1 Focused ELD Curriculum Guide Unit 5 – Lesson Cycle 2

*Overarching Language Functions: Express Action & Time Relationships/Express Cause and Effect, Predict and Infer*

- B/EI** Retell actions and events in chronological order
- I** Explain cause and effect relationships for actions
- EA/A** Explain cause and effect relationships for feelings, actions, or physical conditions

**Topic: Trip to the Zoo**

### Teacher's Note:

- These units are designed as one week cycles. However, pacing may vary slightly according to student needs.
- There are a variety of examples for vocabulary, grammatical forms, prompts, and responses. Choose or add what works best for your students.
- Incorporate previous days' taught forms and vocabulary throughout the week as you build toward an application. No one-day exists in isolation.
- Provide students with ample opportunities for structured language practice.
- Guide students in bridging the use of the newly taught language throughout their day. Many students may not initially see how the language links to other content areas.
- Use the function tool in your Systematic ELD handbook for additional information and to modify the content. The tab numbers are referenced under each proficiency level below.

		Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
<b>Beginning forms and examples</b>  2 <sup>nd</sup> edition Tab 5.17  <i>*Sample sentences in italics with focus grammatical forms bolded.</i>	<b>Forms</b>	<b>Nouns:</b> zoo, restrooms, animals, monkeys, giraffes, hippos, lions, elephants, bears, the bus, etc.	<b>Verbs:</b> see, go, eat, ride, drink, walk, run, etc. <b>Nouns</b> from Day 1 + popcorn, ice cream, soda, peanuts, restroom, hotdogs, the tram, the train, the merry go round, etc. <b>Pronouns</b> <i>I, we</i>	<b>Verbs</b> from Lesson 2 in present progressive: eating, drinking, riding, walking + sleeping, laying, resting, sitting, swimming, playing, running, looking, scratching, etc. <b>Nouns</b> from Lesson 1 <b>Pronoun</b> <i>They</i>	<b>Verbs</b> from Lessons 2 & 3 <b>Nouns</b> from Lessons 1 & 2 <b>Pronouns</b> from Lessons 2 & 3	<b>Application</b>  Using taught forms students will tell or write about a trip to the zoo.
	<b>Prompts</b>	What do you see at the _? <i>What do you see at the zoo?</i>	Tell me about ... <i>Tell me about the zoo trip.</i>	What are the _ doing? <i>What are the lions doing?</i>	What do you see at the _? What do you do at the _? <i>What do you see at the zoo?</i> <i>What do you do at the zoo?</i>	
	<b>Responses</b>	_. I see _. <i>Monkeys.</i>	I/We _ _. I/We _ to the _. <i>I see elephants.</i>	_. The _ are _. They are _.	At the zoo, I see _. <i>At the zoo, I see monkeys.</i> <i>The monkeys are scratching.</i>	

K/1

**Grade K/1 Focused ELD Curriculum Guide**  
**Unit 5 – Lesson Cycle 3**  
*Overarching Language Functions: Describe, Compare, and Contrast*  
**B/EI/EA/A** Compare and contrast actions using adverbs and conjunctions  
**Topic: Zoo Animals**

**Teacher's Note:**

- These units are designed as one week cycles. However, pacing may vary slightly according to student needs.
- There are a variety of examples for vocabulary, grammatical forms, prompts, and responses. Choose or add what works best for your students.
- Incorporate previous days' taught forms and vocabulary throughout the week as you build toward an application. No one-day exists in isolation.
- Provide students with ample opportunities for structured language practice.
- Guide students in bridging the use of the newly taught language throughout their day. Many students may not initially see how the language links to other content areas.
- Use the function tool in your Systematic ELD handbook for additional information and to modify the content. The tab numbers are referenced under each proficiency level below.

		Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
<b>Beginning forms and examples</b> 2 <sup>nd</sup> edition Tab 5.14  <i>*Sample sentences in italics with focus grammatical forms bolded.</i>	<b>Forms</b>	<b>Verbs</b> present tense: walk, run, eat, drink, ride, sleep, lay, rest, sit, kiss, look, scratch, swim, fly, move, etc. <b>Nouns</b> from Lesson Cycle 2: monkeys, giraffes, hippos, lions, elephants, bears, = tigers, gorillas, camels, zebras, flamingos, parrots, bats, owls, etc.	<b>Verbs</b> from Lesson 1 <b>Nouns</b> from Lesson 1 <b>Questions</b> with <i>do</i> (Matrix)	<b>Verbs</b> from Lesson 1 <b>Nouns</b> from Lesson 1 <b>Conjunction and Questions</b> with <i>can</i> (Matrix)	<b>Verbs</b> from Lesson 1 <b>Nouns</b> from Lesson 1 <b>Pronoun they</b> <b>Conjunction</b> from Lesson 3	<b>Application</b> Using taught forms students will compare the actions of two or more animals.
	<b>Prompts</b>	What do _ do? <i>What do parrots do?</i>	Do _ _? <i>Do birds fly?</i>	What can _? OR Can _ _? <i>What can fly? OR Can birds fly?</i>	How are _ and _ the same? <i>How are parrots and flamingos the same?</i>	
	<b>Responses</b>	_ . _ . <b>Fly.</b> <i>Parrots fly.</i>	Yes, _ _ . No! <i>Yes, birds fly.</i>	_ can _ . _ and _ can _ . OR Yes, _ can _ . No! can _ .	They _ . _ and _ . <b>They fly.</b> <i>Parrots and flamingos fly.</i>	

K/1

**Grade K/1 Focused ELD Curriculum Guide**  
**Unit 5 – Lesson Cycle 4**  
*Overarching Language Functions: Describe, Compare & Contrast*  
**B/EI/EA/A** Describe location of objects in space using prepositions  
**Topic: Zoo Map**

**Teacher's Note:**

- These units are designed as one week cycles. However, pacing may vary slightly according to student needs.
- There are a variety of examples for vocabulary, grammatical forms, prompts, and responses. Choose or add what works best for your students.
- Incorporate previous days' taught forms and vocabulary throughout the week as you build toward an application. No one-day exists in isolation.
- Provide students with ample opportunities for structured language practice.
- Guide students in bridging the use of the newly taught language throughout their day. Many students may not initially see how the language links to other content areas.
- Use the function tool in your Systematic ELD handbook for additional information and to modify the content. The tab numbers are referenced under each proficiency level below.

		Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
<b>Beginning forms and examples</b> 2 <sup>nd</sup> edition Tab 5.12  <i>*Sample sentences in italics with focus grammatical forms bolded.</i>	<b>Forms</b>	<b>Verb</b> present tense <i>be</i> <b>Nouns</b> for animals from Lesson Cycles 2 & 3: monkeys, giraffes, hippos, lions, elephants, bears, + tigers, gorillas, camels, zebras, flamingos, parrots, bats, owls, etc.	<b>Verb</b> from Lesson 1 <b>Nouns</b> from Lesson 1 + cage, pen, water, tree, house, hole, etc. <b>Preposition</b> <i>in</i>	<b>Verbs</b> from Lesson 1 <b>Nouns</b> from Lesson 1 + swing, house, rock, ball, fence, etc. <b>Preposition</b> <i>on</i>	<b>Verbs</b> from Lesson 1 <b>Nouns</b> from Lessons 1, 2, & 3 <b>Prepositions</b> from Lessons 2 & 3 <b>Pronoun</b> <i>they</i>	<b>Application</b> Using taught forms, students will be able to describe the location of animals at the zoo.
	<b>Prompts</b>	What is at the _? <i>What is at the zoo?</i>	Where are the _? <i>Where are the monkeys?</i>	Where are the _? <i>Where are the parrots?</i>	Where are the _? <i>Where are the giraffes?</i>	
	<b>Responses</b>	_ . There are _ . <b>Elephants.</b> <i>There are elephants.</i>	The _ are in the _ . <i>The monkeys are in the tree.</i>	The _ are on the _ . <i>The parrots are on the swing.</i>	They are in/on the _ . <i>They are in the pen.</i>	

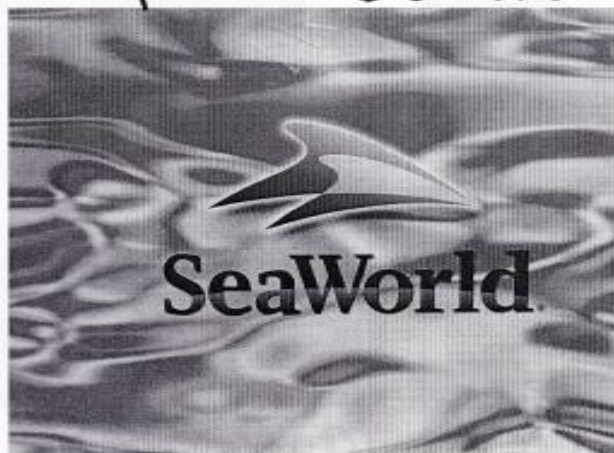
# Appendix B

# Classroom Books and Student Work:

## SeaWorld

(Draft)

Our Trip to SeaWorld



Nolan sees whales in water.



N [redacted] sees whale [redacted]

N [redacted] sees whales in water.




 SITS and SEES  
 dolphins.



JP SEES

SEALES.

JP sees seals on land.

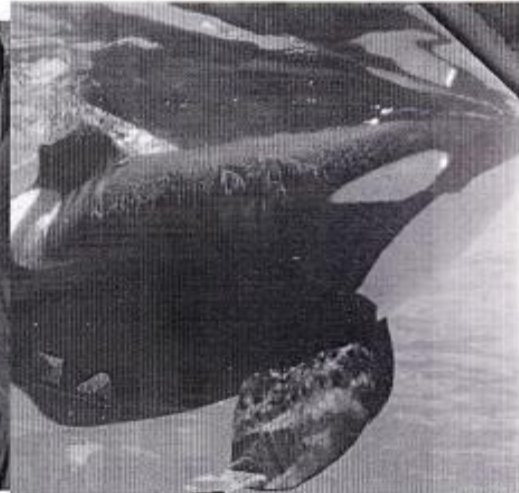


EM [redacted] G-ES SHARKS  
IN DARK WATER.



✓ [redacted] SEEK INMOTILE  
IN WATER.





no  
in water.

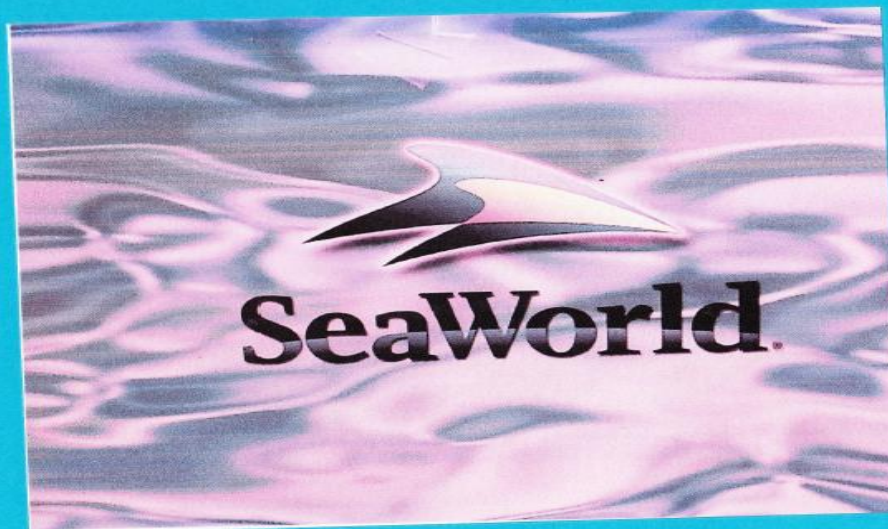
whale



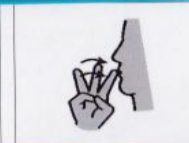
We're tired! Time to go home.

(final)

# Our Trip to SeaWorld



By: ASL Newcomers 2014



No [redacted] sees

whales

in water.



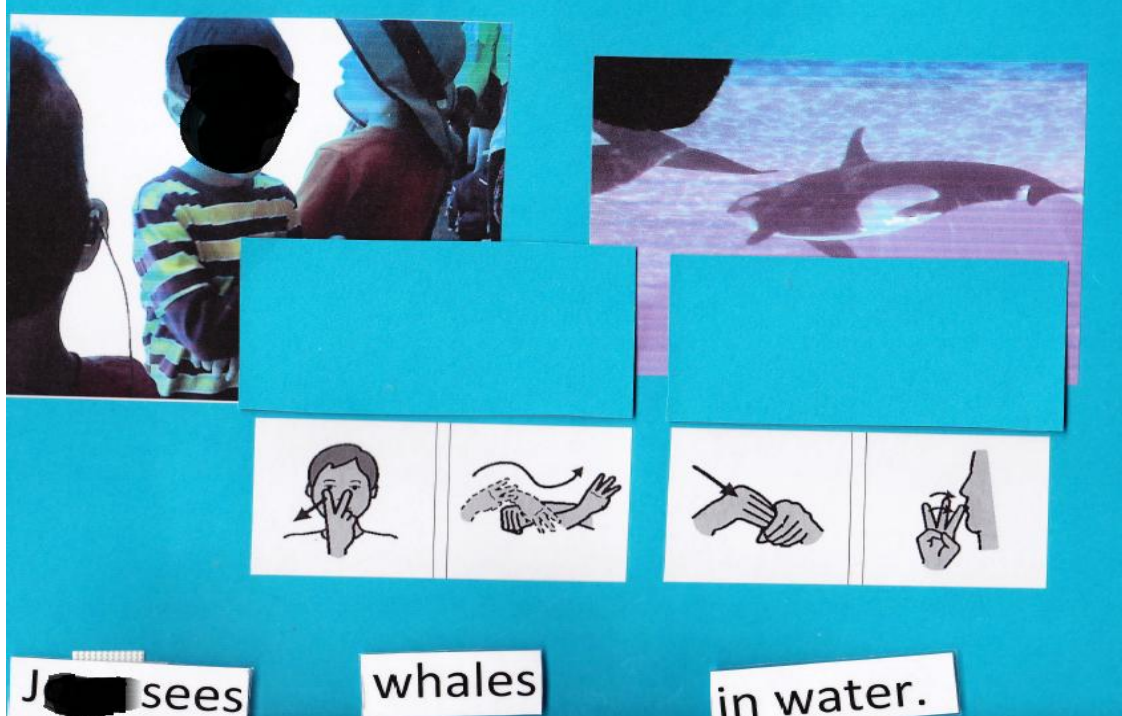
E sits and sees dolphins in water.



JP sees seals on land.



E [redacted] sees sharks in dark water.



J [redacted] sees whales in water.



sees

whales

in water.



Time to go home

we're tired.

# Zoo



## Ride to the Zoo

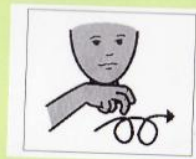
By: Newcomers ASL

2014



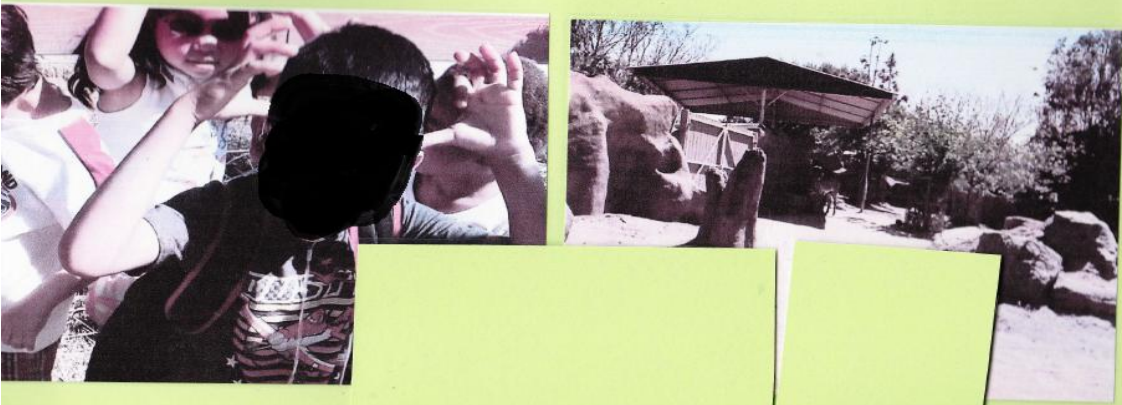
A [redacted] likes snakes

at the Zoo.



E [redacted] likes snakes

at the Zoo.



N [redacted] likes deer

at the Zoo.

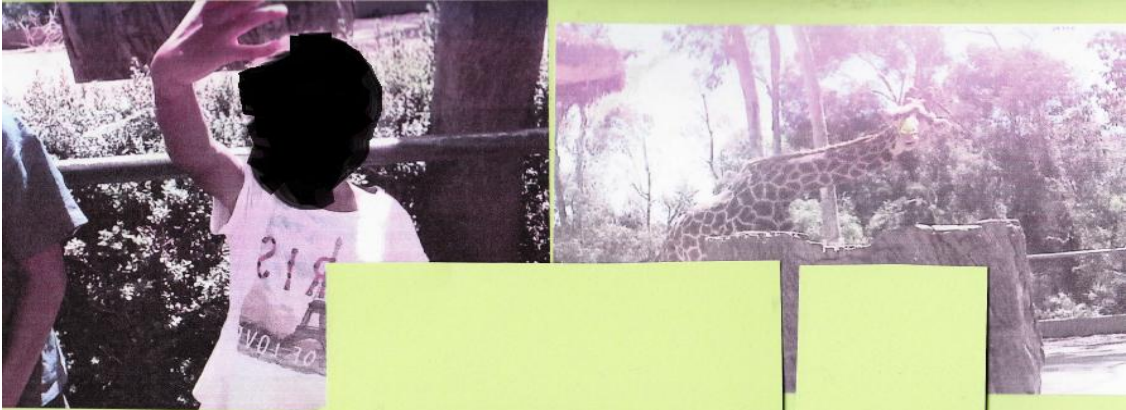


E [redacted] likes elephants at the Zoo.



JP likes sleepy lions at the Zoo.





R [redacted] likes giraffes at the Zoo.



J [redacted] likes giraffes at the Zoo.

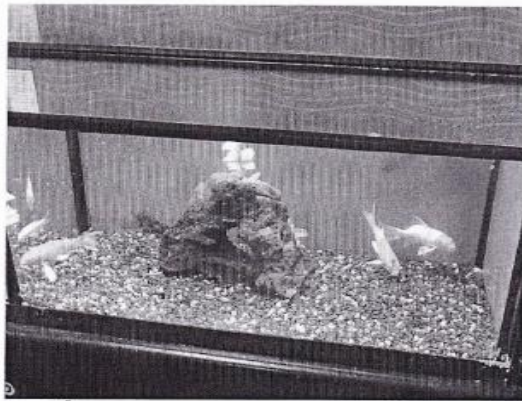


Time to go back to school.

# Pet Fish Story

(draft)

Fish at the Pet Store



By: Newcomers to ASL 2014

fish?



cat?



1 [redacted]



5 [redacted]

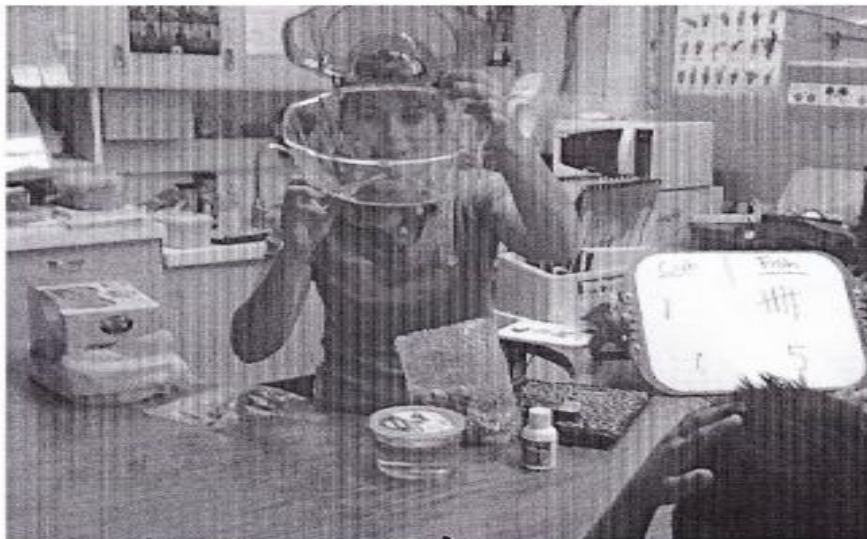
fish



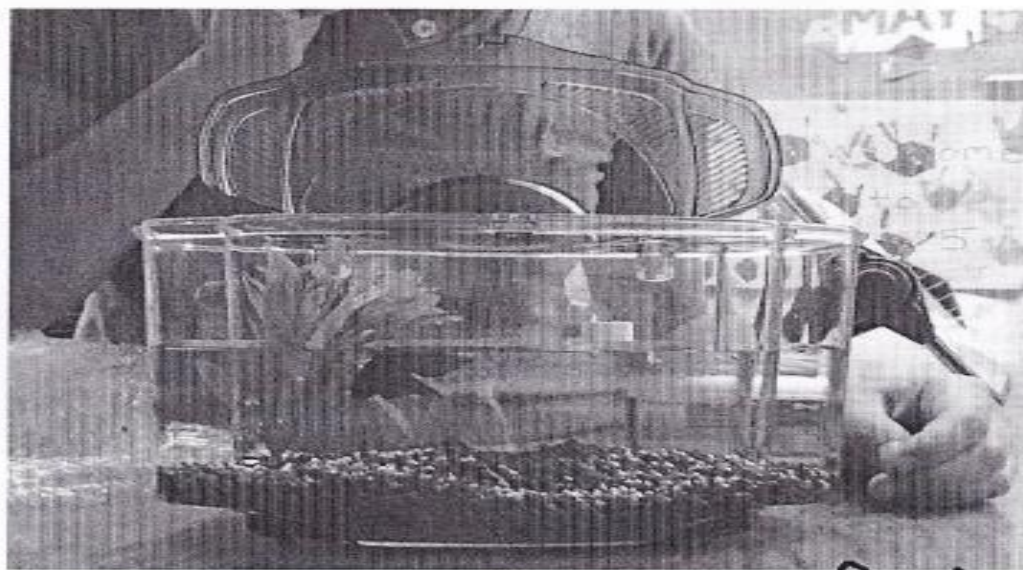
re. fish in water .



I D PUMFISH.



200 INNOVATIVE HOME



200 INNOVATIVE WATER

(final)

## Fish at the Pet Store



By: Newcomers ASL 2014



Is this a fish? Is it a cat?



Did [redacted] find a fish?



[redacted] found fish.





JP found a house for fish.



Em buys a fish.



Regina has the fish tank.



E adds water.





Now the fish is in water.

Picture Vocabulary: Animals Unit (SeaWorld) student work sample

animal



Do you like animals?  
animal animals



turtle

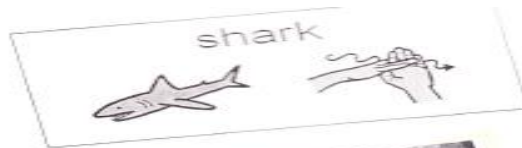




*[Handwritten scribble]*




*D dolphin*



Shark



favorite

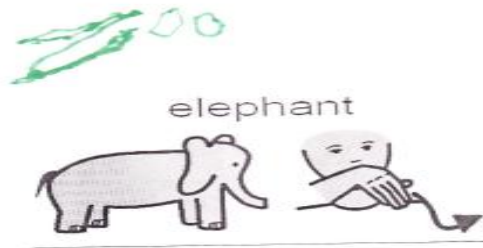
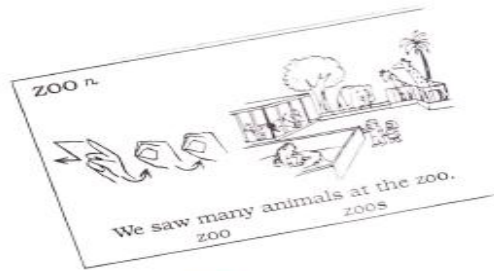


Cherry pie is my favorite dessert.  
I like cherry pie best of all.



F a l l 2016

Animals Unit (Zoo) student work sample:



elephant





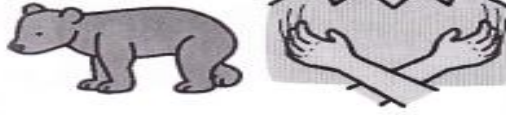
giraffe



monkey

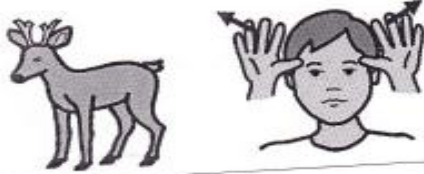
---

bear



bear

deer




deer





ti ger

Pets Unit Student Sample Work:

cat n. animal



or




The cat is very small.  
cat cats





cat

rabbit n. animal



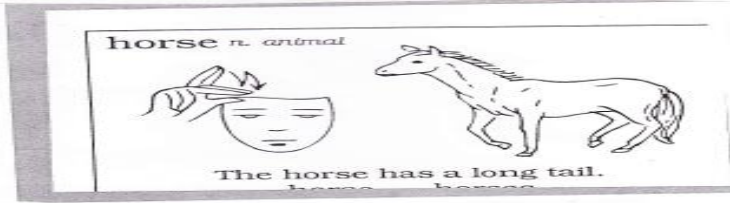
or



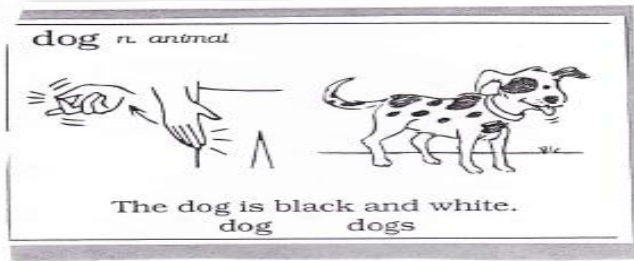
The rabbit has long ears.  
rabbit rabbits



rabbit



horse



dog

pet n.



or

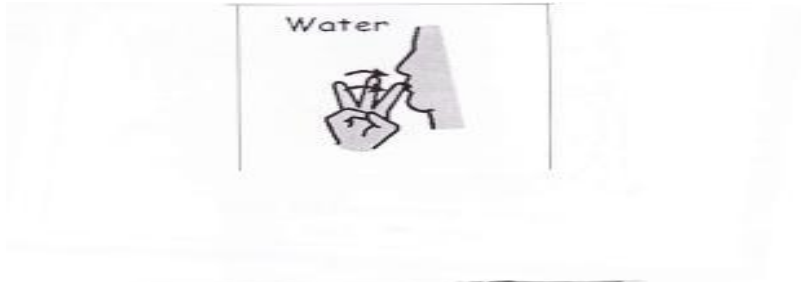


The boy has two pets.  
pet            pets

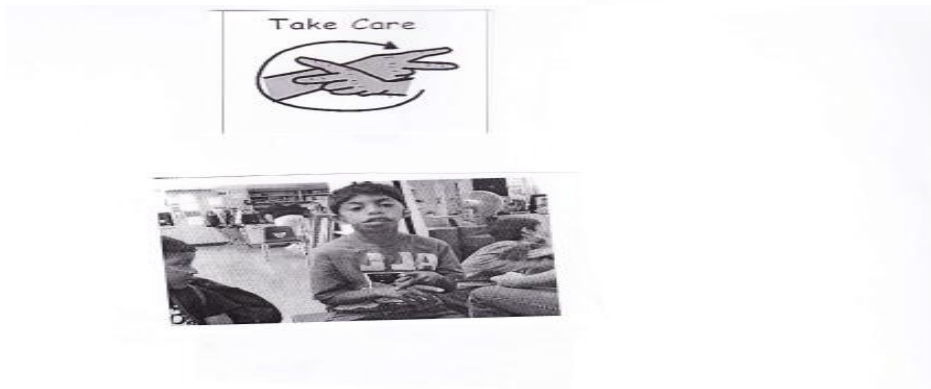


Pet

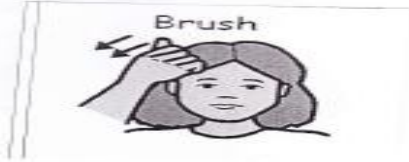
Pets Unit Action words Student Work Samples:



Water



Take Care



Brush



Play



Clean



C 16 Pn



sleep



S 16 B D



R b G P b n G i P / b



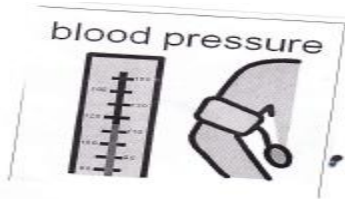
w o i e  
w a i k



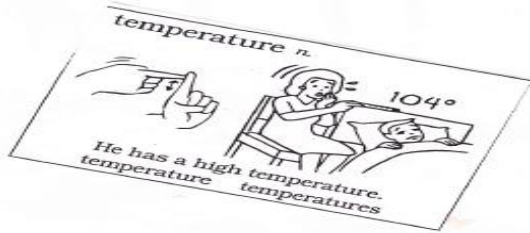
Extension on Pets Unit Student Sample Work:



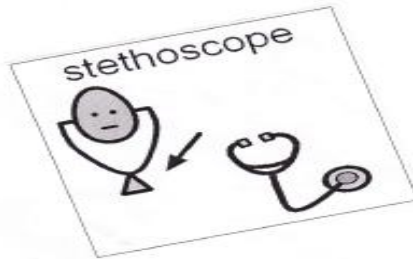
sick



Blood Pressure



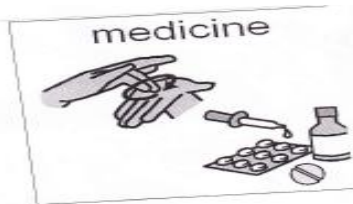
temperature



stethoscope



hurt



medicine

# Appendix C:

## Animal and ASL signs for Sentence Frames

### SeaWorld Animals:

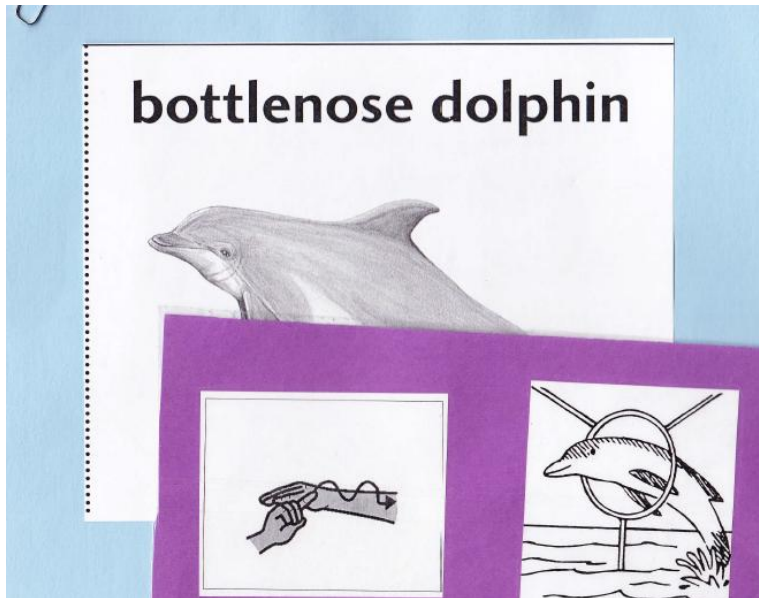


Figure 1.A: SeaWorld Animal: Dolphin

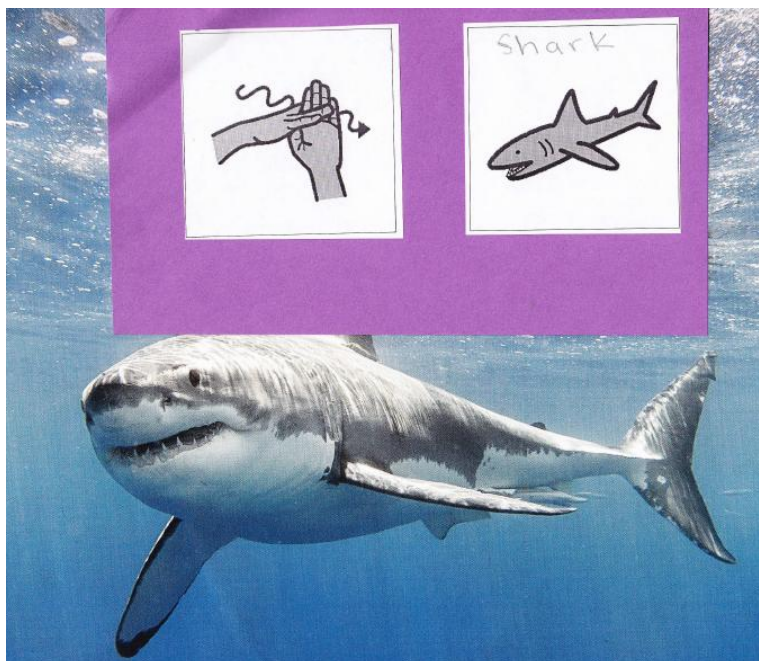


Figure 2.A: SeaWorld Animal: Shark

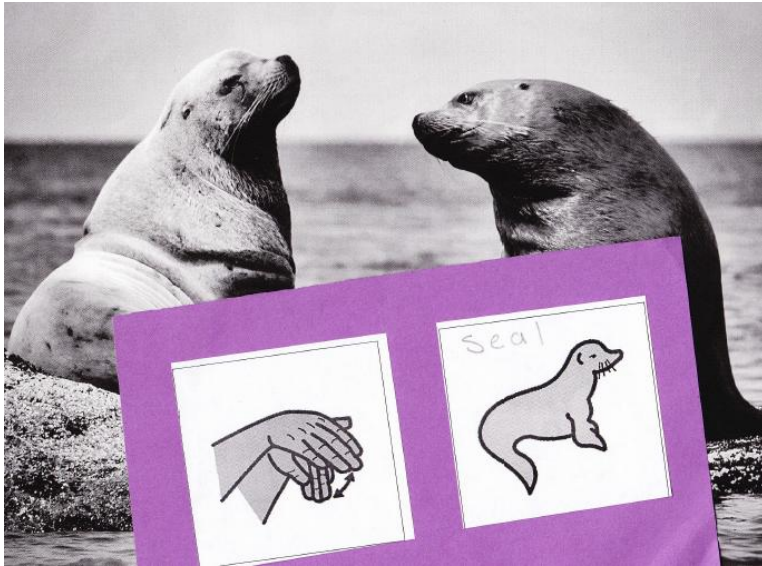


Figure 3.A: SeaWorld Animal: Seal

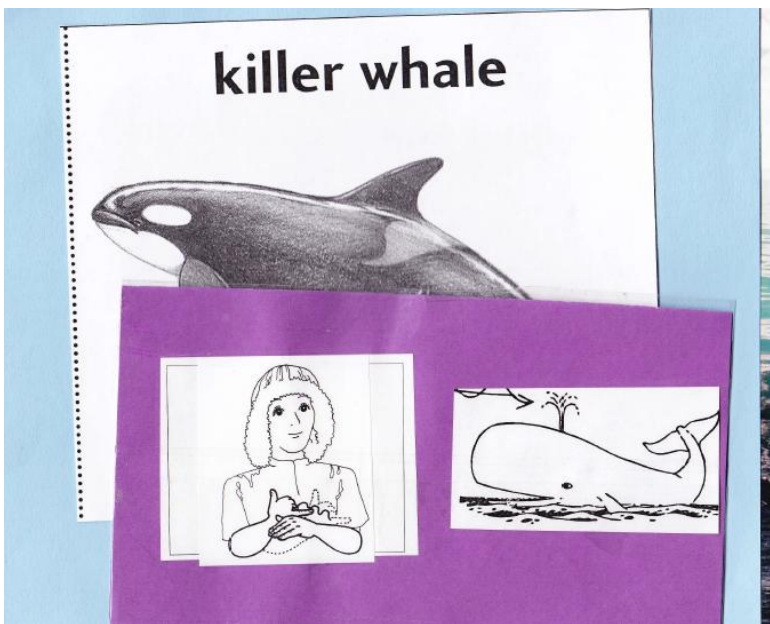


Figure 4.A: SeaWorld Animal: Whale



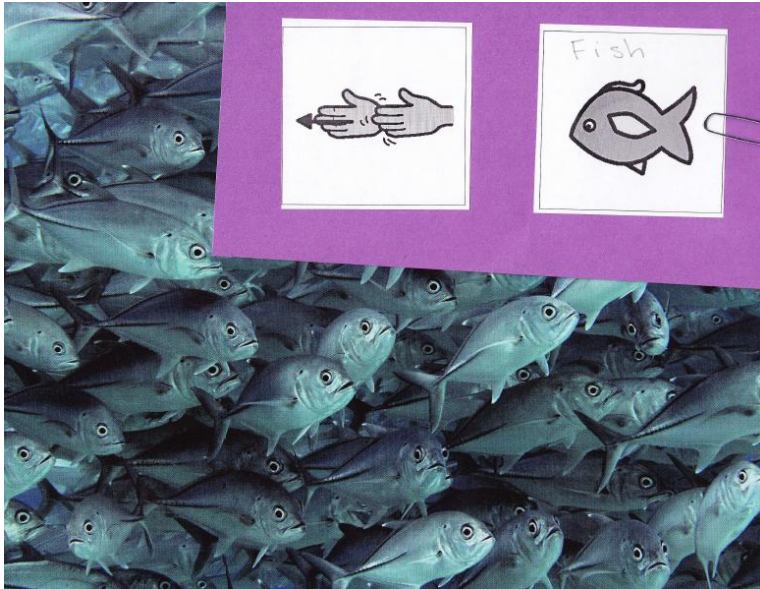


Figure 5.A: SeaWorld Animal: Fish

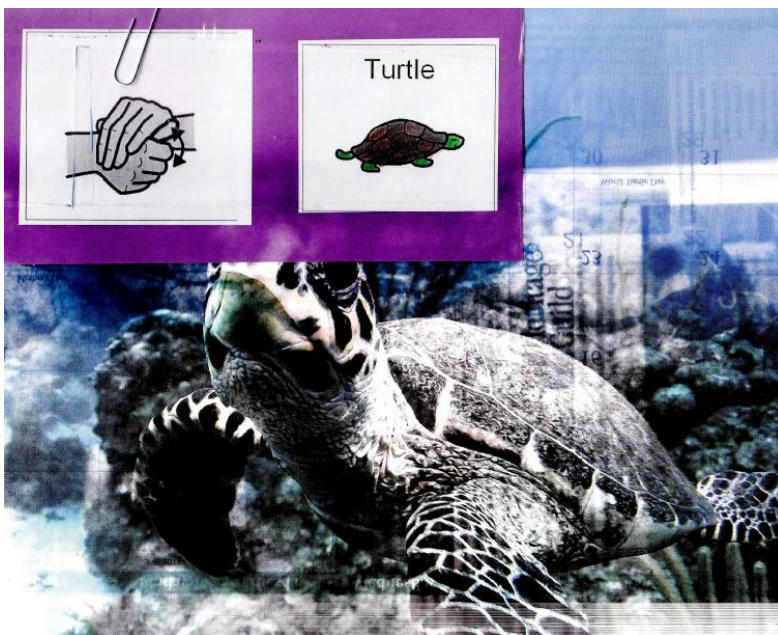


Figure 6.A: SeaWorld Animal: Turtle

## Zoo Animals:

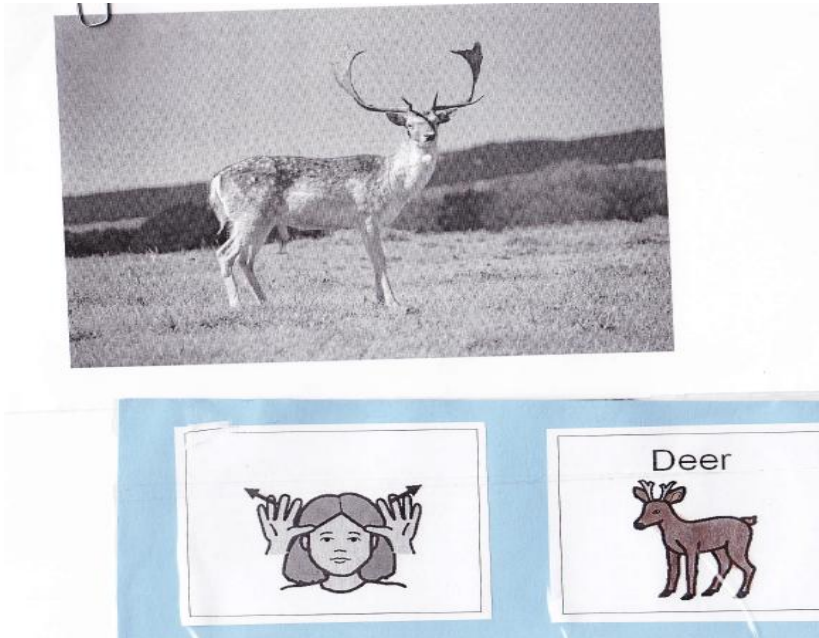


Figure 1.B: Zoo Animal: Deer



Figure 2.B: Zoo Animal: Bear

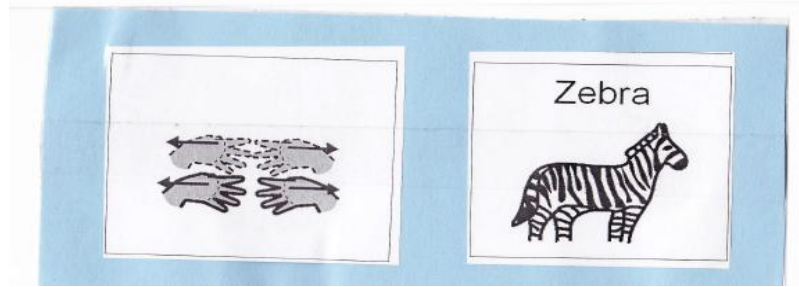


Figure 3.B: Zoo Animal: Zebra

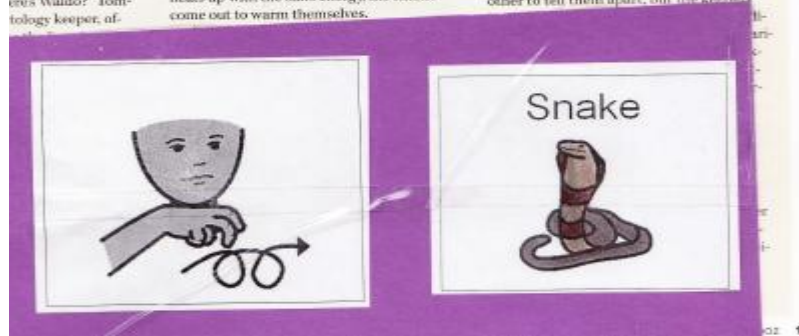
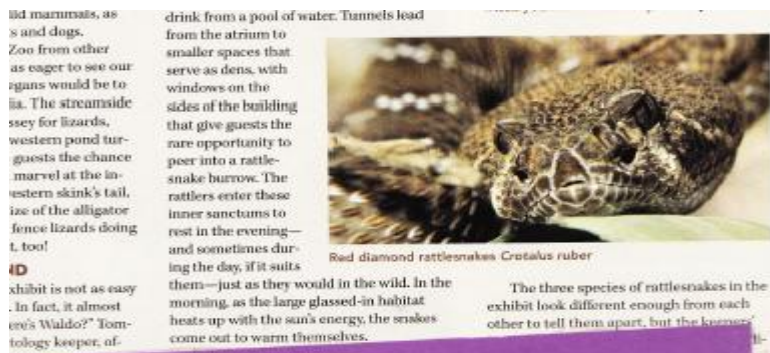


Figure 4.B: Zoo Animal: Snake

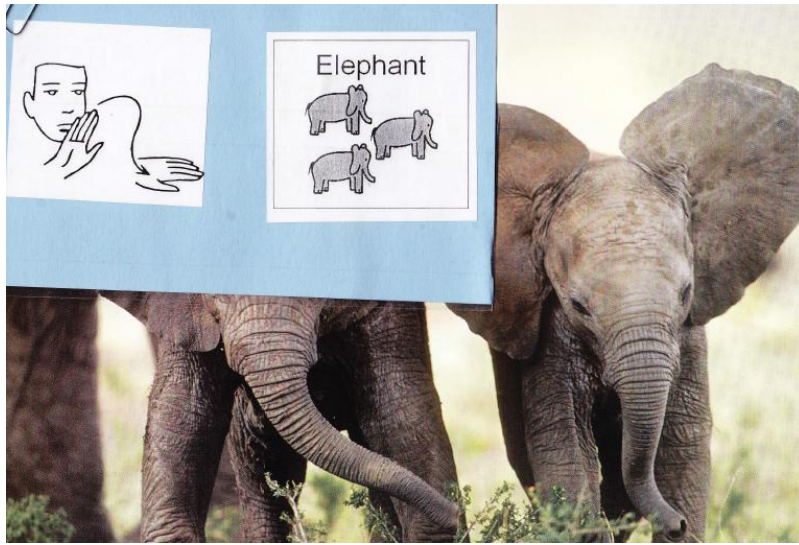


Figure 5.B: Zoo Animal: Elephant



Figure 6.B: Zoo Animal: Lion

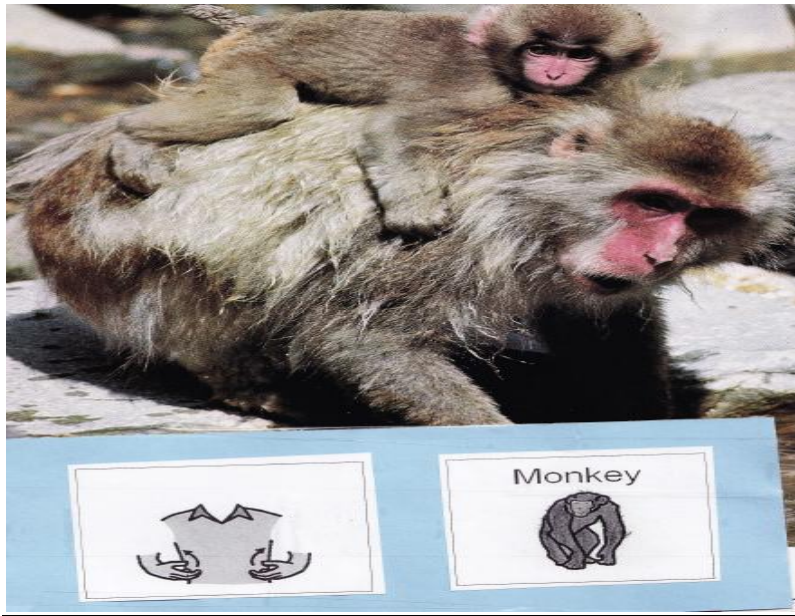


Figure 7.B: Zoo Animal: Monkey

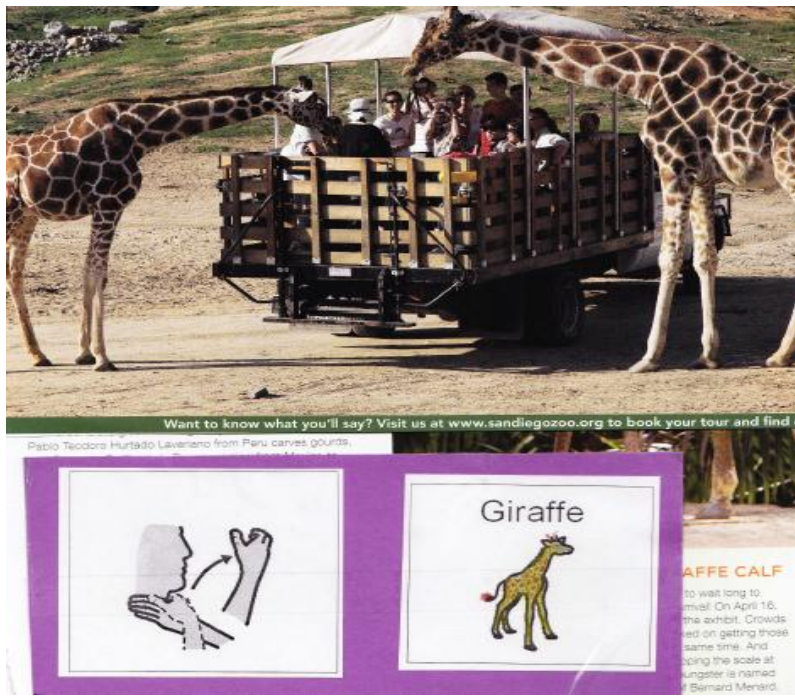


Figure 8.B: Zoo Animal: Giraffe

# Pets:

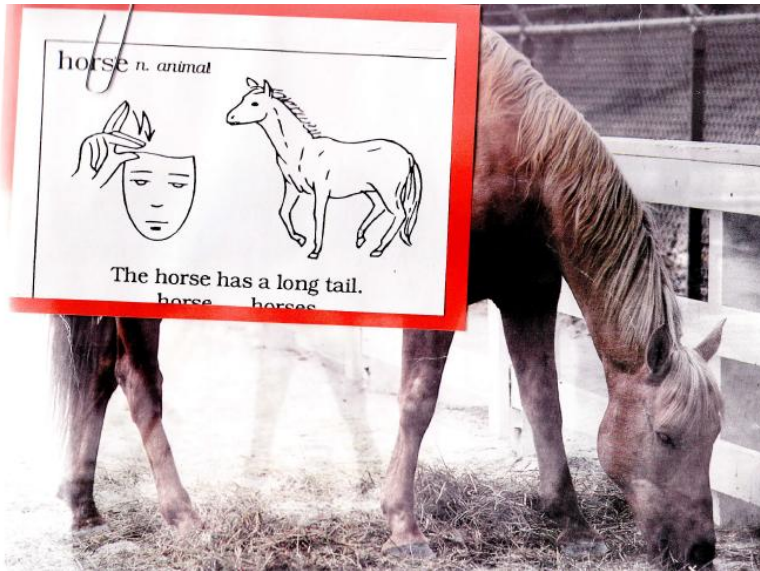


Figure 1.C: Pet: Horse

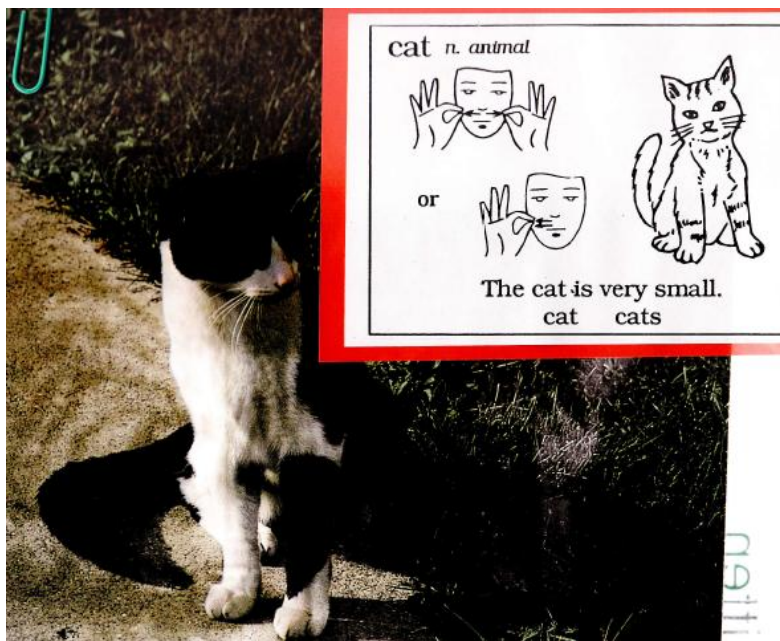


Figure 2.C: Pet: Cat

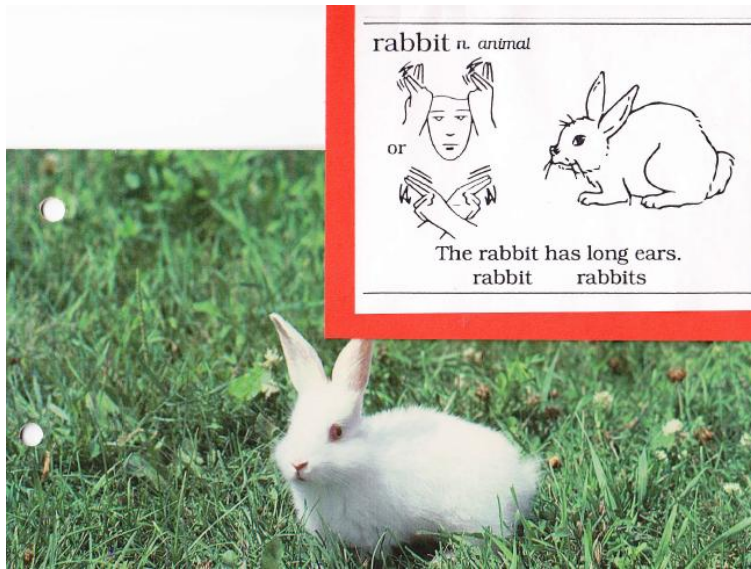


Figure 3.C: Pet: Rabbit

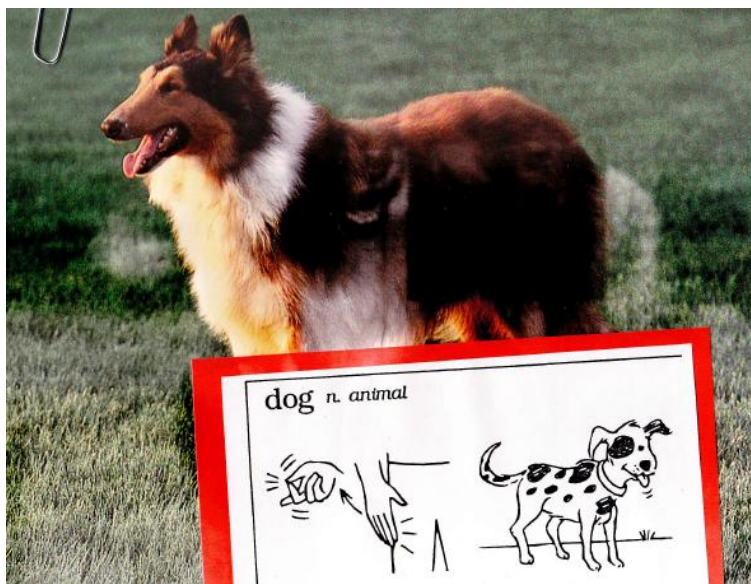


Figure 4.C: Pet: Dog

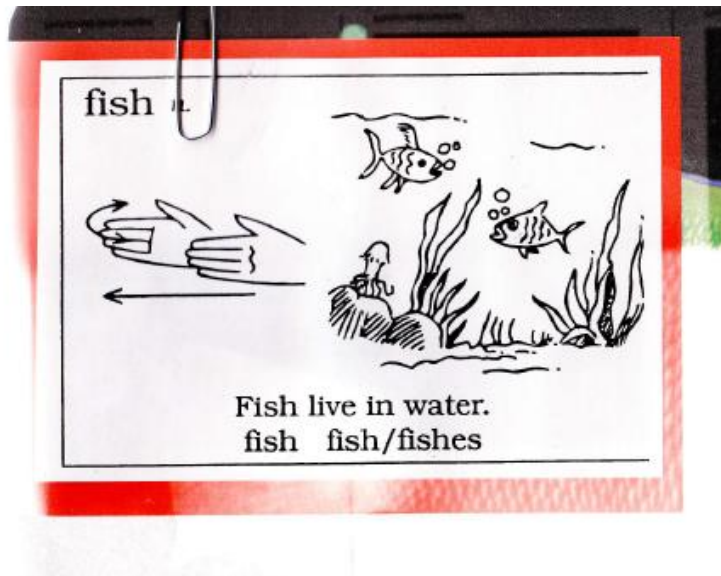


Figure 5.C: Pet: Fish



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