

# UC San Diego

## UC San Diego Electronic Theses and Dissertations

### Title

From Snail Mail to Live Chat : : How Technology and a Pen Pal Program in the Classroom Intrinsically Motivates Deaf Student's ASL and English Development

### Permalink

<https://escholarship.org/uc/item/1jd8670f>

### Author

Strickland, Amanda

### Publication Date

2013

Peer reviewed|Thesis/dissertation

UNIVERSITY OF CALIFORNIA, SAN DIEGO

From Snail Mail to Live Chat - How Technology and a Pen Pal Program in the  
Classroom Intrinsically Motivates Deaf Student's ASL and English Development

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

in

Teaching and Learning: Bilingual Education (ASL-English)

by

Amanda Strickland

Committee in charge:

Professor Tom Humphries, Chair  
Professor Amanda Datnow  
Professor Bobbie Allen

2013

Copyright  
Amanda Strickland, 2013  
All rights reserved.

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

---

---

---

Chair

University of California, San Diego

2013

## DEDICATION

I would like to recognize some significant individuals and express my gratitude for their support during my thesis development, curriculum implementation and completion:

- ❖ My parents, Mark and Laura Strickland, for supporting me every step of the way during this journey. I could turn to you both, no matter how late and you would listen and provide guidance. You two are the reasons I have succeeded throughout my whole life and through graduate school in the first place. Everything that makes for an outstanding teacher: passion, love, kindness, a thirst for knowledge and laughter, I learned at home from you.
- ❖ Chandler Garbell: a former classmate and current amazing friend. You always helped me find my path when I could not see the forest through the trees. This thesis would have stayed just a dream without you.
- ❖ My master teacher, Karen Shannon, and her students for allowing me to enter their classroom and transition from intern to teacher. Within this class, I saw firsthand what makes a “Varsity” teacher and hope one day to attain that claim.
- ❖ Jessica Jabali: former alumni of the ASL/English Bilingual Program at UCSD and a friend who provided inspiration for my thesis.
- ❖ The teachers and staff of the UCSD Education Department for answering my many material questions regarding pen pals and literary sources. Under your guidance, I now have the wisdom and encouragement to teach.
- ❖ Tom Humphries, Bobbie M. Allen and Amanda Datnow for sharing your expertise and providing support throughout the whole process.

## TABLE OF CONTENTS

Signature Page .....	iii
Dedication .....	iv
Table of Contents .....	v
List of Figures .....	vii
List of Tables .....	x
Abstract .....	xi
I. Introduction and Overview of Project .....	1
II. The Need for Bilingual Approaches for Deaf Children .....	8
III. The Need for a Digital Pen Pal Program for Deaf Children .....	17
IV. Review of Existing Materials and Curricula .....	20
V. Key Learning Theories and Relevant Research .....	24
VI. Curriculum Framework .....	28
VII. Implementation Description .....	32

VIII. Curriculum Implementation .....	42
IX. Evaluation Plan .....	113
X. Evaluation of Curriculum Based on the Key Goals .....	118
XI. Conclusion .....	152
References .....	155
Appendix: The Curriculum .....	158

## LIST OF FIGURES

<b>Figure 5.1:</b> Interconnection of the Three Learning Theories .....	24
<b>Figure 8.1:</b> Brainstorming of a Pen Pal .....	42
<b>Figure 8.2:</b> Discussion of Communication Technology .....	43
<b>Figure 8.3:</b> Pen Pal Questions .....	45
<b>Figure 8.4:</b> Pen Pal Literacy Comparison Chart .....	49
<b>Figure 8.5:</b> Britney’s Analyzing of a Picture of a Boy with a Letter .....	52
<b>Figure 8.6:</b> Student Responses to Sending and Receiving Letters (1) .....	53
<b>Figure 8.7:</b> Student Responses to Sending and Receiving Letters (2) .....	53
<b>Figure 8.8:</b> Student Responses to Sending and Receiving Letters (3) .....	54
<b>Figure 8.9:</b> Ideas to Write About Organizer .....	58
<b>Figure 8.10:</b> Gail’s First Letter .....	65
<b>Figure 8.11:</b> Elizabeth’s First Letter .....	66
<b>Figure 8.12:</b> Do you think you would like getting letters? (1) .....	68
<b>Figure 8.13:</b> Do you think you would like getting letters? (2) .....	69
<b>Figure 8.14:</b> David’s Scoring Guide .....	70
<b>Figure 8.15:</b> Class Creation of Student Video .....	74
<b>Figure 8.16:</b> April’s Reaction to Her Pen Pal .....	78
<b>Figure 8.17:</b> Elizabeth’s Reaction to Her Pen Pal .....	79
<b>Figure 8.18:</b> Gail’s Reaction to Her Pen Pal .....	79
<b>Figure 8.19:</b> Britney Reflection to Technology Used .....	82
<b>Figure 8.20:</b> David’s Technology Timeline .....	84



<b>Figure 8.21:</b> Trevor’s Feelings While Waiting For Letters .....	85
<b>Figure 8.22:</b> Elizabeth’s Reaction to Her Second Pen Pal Letter .....	90
<b>Figure 8.23:</b> Gail’s Score Guide for Second Letter .....	92
<b>Figure 8.24:</b> Britney’s Score Guide for Second Letter .....	93
<b>Figure 8.25a:</b> Student Writing Using a Wireless Keyboard .....	94
<b>Figure 8.25b:</b> Student Writing a Class Email .....	94
<b>Figure 8.26:</b> Class Email for Pen Pals .....	96
<b>Figure 8.27:</b> Student Responses to Email/Letter Comparison (1) .....	97
<b>Figure 8.28:</b> Student Responses to Email/Letter Comparison (2) .....	98
<b>Figure 8.29:</b> Example of Gail’s Thinking Bubbles .....	99
<b>Figure 8.30:</b> Student Response to Video Chatting with Pen Pal (1) .....	101
<b>Figure 8.31:</b> Student Response to Video Chatting with Pen Pal (2) .....	102
<b>Figure 8.32:</b> Britney’s “My Pen Pal” Graphic Organizer .....	103
<b>Figure 8.33:</b> April’s “Technology” Graphic Organizer .....	104
<b>Figure 8.34:</b> Elizabeth’s Response to “My Thoughts” .....	105
<b>Figure 8.35:</b> April’s Response to “My Thoughts” .....	106
<b>Figure 8.36:</b> Instructions for How to Make Poster and Teacher Example .....	107
<b>Figure 8.37:</b> Teacher Model of Completed Pen Pal Poster .....	108
<b>Figure 8.38:</b> Gail’s Completed Poster .....	111
<b>Figure 10.1:</b> Pen Pal Letter to April .....	122
<b>Figure 10.2a:</b> Presentation .....	123
<b>Figure 10.2b:</b> Presentation .....	123

<b>Figure 10.3:</b> Letter Graphic Organizer for Elizabeth.....	131
<b>Figure 10.4:</b> Elizabeth’s Second Letter .....	132
<b>Figure 10.5:</b> Student Preference to Email/Letters (1) .....	138
<b>Figure 10.6:</b> Student Preference to Email/Letters (2) .....	138
<b>Figure 10.7:</b> Student Preference to Using a Videophone (1) .....	139
<b>Figure 10.8:</b> Student Preference to Using a Videophone (2) .....	139
<b>Figure 10.9:</b> Elizabeth’s “My Pen Pal” Graphic Organizer .....	143
<b>Figure 10.10:</b> Gail’s “Technology” Graphic Organizer .....	144
<b>Figure 10.11:</b> “My Thoughts” Graphic Organizer .....	145
<b>Figure 10.12:</b> Sample of Student’s “My Thoughts” (1) .....	146
<b>Figure 10.13:</b> Sample of Student’s “My Thoughts” (2) .....	147

## LIST OF TABLES

<b>Table 8.1:</b> Student Self Evaluation of Written Letters .....	71
<b>Table 10.2:</b> Student Responses to Writing .....	130
<b>Table 10.3:</b> Comparison of Student Self Evaluations for Writing Letters ..	150

## ABSTRACT OF THE THESIS

From Snail Mail to Live Chat - How Technology and a Pen Pal Program in the Classroom Intrinsically Motivates Deaf Student's ASL and English Development

by

Amanda Strickland

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

University of California, San Diego, 2013

Professor Tom Humphries, Chair

Most deaf students do not read English at grade level because they struggle with the nonnative language and are turned off. The idea is that if the students are intrinsically motivated to read and write through social interaction- their fluency, reading comprehension and writing quality will improve. A digital pen pal curriculum was designed and implemented based on writing and reading letters between deaf students in American Sign Language and English.

Students had opportunities to learn about other deaf peers by corresponding with letters, emails and video phones. The students created a cooperative learning environment, while gaining independence in their reading skills and confidence in their writing and presenting skills. Students kept chronological reflective journals about their pen pals, their appreciation of the technology used and their overall feelings about reading and writing throughout the curriculum. At the end, students had to analyze their entries to create a poster about their experiences through the pen pal program.

The results showed the students developed linguistically, academically and socially. The students:

- (1) began to separate English and American Sign Language while reading
- (2) gained confidence and enjoyment from reading and writing
- (3) socially connected with their deaf pen pal as well as fellow classmates
- (4) appreciated technology as a way to communicate with others
- (5) developed higher level thinking skills

These findings, supported by data collected by field notes, student artifacts and student self-evaluated rubrics suggest the curriculum was effective in enhancing students' aptitude for reading and writing.

## **I. Introduction and Overview of Project**

This thesis utilizes a digital pen pal program to highlight the impact technology has on the development of American Sign Language (ASL) skills and written English skills among deaf and hard of hearing students. The intent of such a program is to both meet the English-Language Arts content standards for elementary grades and promote students' development of ASL and written English skills through the exchange of letters, both written and signed with other deaf students across the country using multiple modes of digital and traditional communication. The goals of such a project are to increase students' metalinguistic awareness, motivate students in writing and ASL development, increase students understanding and appreciation of technological impact on social interactions, and ultimately engage students in their own language and cognitive development process.

Historically speaking, students in deaf and hard of hearing classrooms across the United States have often been isolated from their peers. This isolation has had a profound impact on both the linguistic and cognitive development, and elementary-aged Deaf students and their written English and ASL skills have been particularly affected by this reality. Even if students are in a signing classroom during the school day, once they return to their homes they often return to an environment of isolation where their exposure to signing is drastically lowered and there is very little peer modeling or interaction with older deaf students beyond the classroom environment. As described in a research study about the constraints on ASL/English bilingual education, "90% of deaf children have hearing parents who use a spoken language at home (most likely English) and few families would use ASL at home" (Singleton, Supalla, & Schley,

1998). Only at residential schools do studies indicate that this isolation lessened slightly, as residential schools are places where deaf children could “leave behind unbearably lonely homes for an environment of friends and adults who could sign and communicate with them” (Padden & Humphries, 2005).

Rapidly advancing new modes of digital communication and technology are shifting the adult deaf communities on multiple continents into one growing worldwide community, and these connections can and should be reflected in today’s classrooms, particularly those at the elementary level. Educational technology specialist David Warlick notes, “We need technology in every classroom [...] because it is the pen and paper of our time and it is the lenses through which we experience much of our world.” (Rao, 2012). With this in mind, the digital pen pal program that is the focus of this thesis will sync traditional pen and paper methods (like letter writing, journaling and brainstorming) with technological advances like email, the Internet, live chat programs, video production and iPads. Incorporating technology in this fashion is a heretofore unexplored area of deaf studies and as such, utilizing technological tools as a way of supporting and furthering students’ connections with their peers as well as their own skills in English and ASL is innovative in its own right.

Motivation is a significant part of academic engagement, but many means of motivating students incorporate extrinsic forces like grades, punishments and rewards to propel students’ academic growth, which can negatively impact students’ self-esteem about and involvement in their own language development, especially written English. When it comes to teaching ELL and deaf students Language Arts, the tendency is to teach English grammar through decontextualized scenarios or artificial situations such

as grammar worksheets or fill-in-the blank, incomplete sentences that deaf and hard of hearing students have no experience with outside of a sheet of paper. Since the students are not connected to the activity, they are not connected to the language used. The unfortunate result is “when working with English language learners, many teachers must create artificial situations to provide reading and writing opportunities, depriving students of a real audience and thus disengaging them from the academic and language processes” (Phillips, 1994). Multiple studies on the impact of technology in the classroom, however, indicate that using computers, iPads, and the Internet to teach subject area content is inherently motivating for students of all ages because technology offers students a means of developing their identities and skills-sets as a way of connecting with peers (Foster, 1989; Levin, Rogers, Waugh & Smith, 1989).

When utilized as a conduit for learning, technology offers students the opportunity to engage with academic content from an intrinsic, self-motivated standpoint, rather than as a result of the extrinsic reward systems already established within most schools. Teachers can therefore support students’ intrinsic motivation by building upon interest their students already have in using technology as a means of developing their self-identities and their connections with others. In often-isolated deaf and hard of hearing classrooms, technology therefore has the immense potential to help bridge the dual gaps between students’ language development and social development across many levels (Mueller & Hurtig, 2010).

The impact of a pen-pal program on intrinsic motivation and language development is likewise grounded in providing students with a means of developing their identities and their connections with peers and classmates. In a 1992 study,



educational researcher Joan Rankin, an assistant professor in the Department of Special Education and Communication Disorders at the University of Nebraska—Lincoln, spearheaded a pen pal project between elementary students in special needs classrooms and university students in a communication course. Over the duration of the study, Rankin determined that the pen pal program had multiple benefits for all participating since the “project grew out of a desire to move away from the more traditional experiences offered in special education by producing elementary students with an opportunity for interactive literacy experiences that were holistic and socially satisfying” (Rankin, 1992). Rankin’s findings offer promising implications for this study, particularly because they underscore the very crucial part that socialization and connectivity play in learning and the acquisition of language. This socialization echoes earlier studies on pen pal programs among children found correspondence between peers of different races have resulted in positive relationships and increased understanding and respect between partners and groups of a whole (Foster, 1989). Studies from Shuy (1987) and McGettigan (1987) also found that pen pal programs offer students with learning disabilities and English as a Second Language students with a positive atmosphere for learning that incorporates “a safe social context, an attentive audience and a meaningful exchange of ideas” which all increase motivation and language development (Rankin, 1992).

With these benefits in mind, the focus of this thesis will be to investigate the ways in which a digital pen pal program can encourage and intrinsically motivate language development through structured social interaction among often isolated deaf and hard of hearing elementary students.

### *Theories, Goals and Curriculum*

Much of this project will center on the theories of self-regulated learning. When a student is able to self-regulate their thinking and work habits during a given task, they become aware of their own analysis and develop an awareness of effective thinking. This awareness is demonstrated when students develop strategies for self-motivation, monitoring and recognition of personal statistics. Students participating within this digital pen pal program will be presented with the task of writing letters to their peers, and receive support and instruction on the various ways to approach the letter-writing process. The students are ultimately asked to analyze the task, determine the approach by which they will complete that task, and then take the necessary steps towards project completion. In addition to self-regulated learning, the program also incorporates theories of intrinsic motivation, meta-cognition with language transfer. For students who are motivated intrinsically, rather than extrinsically, they engage in an activity for the pure enjoyment, such as writing short stories for satisfaction, rather than solely for a grade. Meta-cognition with language transfer incorporates awareness of one's own cognitive process, but with a focus on bilingual students who think and speak with two languages. All of these theories address the benefits bilingual education can have on the cognitive development of deaf students. Each of these theories impact not only the curricular components of this thesis in general, but also the overarching pedagogy used in deaf instruction.

The goals for this thesis are as follows: first, *develop and support students' metalinguistic awareness of written English and ASL via a digital Pen Pal Program*

between residential deaf and hard of hearing schools. Second, *motivate students' writing and ASL development* through student-generated letters and communiqués; and third, *increase students' understanding and appreciate of the impact that technology has on their social interactions* with fellow Deaf peers on both a local and global scale. Students will reflect on the individual phases and overall process of a Pen Pal program through reflective journaling, which this thesis will use to assess and *measure the engagement of each student in their own language development process*.

The curriculum of the Pen Pal Program will be based on the English-Language Arts content standards for elementary aged students and will consist of four key units that incorporate a bilingual approach to language development. The first unit is an *Introduction to a Pen Pal*. Students will learn how a Pen Pal Program works through group discussion and class read-alouds, and be exposed to the timeline for the program and the different technologies that will be used throughout. The second unit focuses on *Letter Writing*. Students will draft their first letters to their pen pals after brainstorming ideas as a class and looking for ideas in books and personal experiences. The students will reflectively write in their journals about their opinions of the process, and work collaboratively to enhance and edit their letters through peer review.

The third unit is centered on developing their ASL skills through *Videotaped Letters*. The students will first create letters in ASL, complete with all components of a letter (greeting, body, closing, etc.), film their letters using a classroom camera, then edit the letters using video editing software. After editing their videos, the students will send them to their pen pals via email and reflect in their journals the differences between the letters drafted in the second unit and those drafted in the third. The final

unit will introduce students to one of the latest advances in technology that can be incorporated into a pen pal program: live chatting. To encourage students to reflect on both the pen pal program and their growth as writers and signers, all students will complete a final *Presentation* in which they will describe their experience with their pen pal and share their thoughts of the project overall. None of the units or the work created within each unit will be graded on content, but will instead be assessed for time management and completion of assignments. This emphasizes to the students that this project is about the freedom to engage in open communication with deaf peers and the amount of student choice in the project itself.

## **II. The Need for Bilingual Approaches for Deaf Children**

Deaf education is an inherently bilingual pedagogical practice with a number of key components that make it unique among other multilingual academic environments. Like other bilingual students, deaf and hard of hearing children benefit most from learning environments that provide instruction in a low stress, comprehensible way so that the affective filter does not hamper language acquisition, and so that equal attention is paid to both languages being taught (Krashen, 1981). Despite this, many deaf and hard of hearing students are placed in special education classrooms and curriculums that do not adequately blend ASL and English Language Arts instruction and instead focus on English-based sign systems rather than ASL syntax or reject ASL entirely and promote English-only oral education. ASL is a complete, visually spatial language that visual learners can acquire naturally and use to learn English as a subject matter in addition to their other academic subjects at a higher level of mastery. Deaf education subsequently necessitates a balanced incorporation of both languages in a way that does not “regard English and ASL as two languages of differing modalities, spoken and signed, respectively”, and that can only be accomplished through a fully bilingual curriculum. (Singleton, Supalla, & Schley, 1998)

Even though many argue that Deaf students resemble their fellow second language learners when addressing learning English, it is not the same as teaching students whose first language is Spanish or Mandarin. Bilingual education for deaf and hard of hearing students is a subset of English as Second Language Learners, but it is

an entity unto itself. This is because while all students are learning English the type of English they are learning is very different, whereas Spanish speaking students are still speaking an oral language and learning oral English as well as printed English. English acquisition for bilingual deaf students focuses on the printed version and constantly uses ASL to “orally” converse in English. Deaf children, “due to their profound hearing loss, cannot learn English in the same way as hearing children” (Singleton, Supalla, & Schley, 1998). In addition to the difference in languages used, ELL hearing students usually have an established first language when first entering school. This is not typically the case with Deaf students. Many students do not have access to ASL unless they are born into a Deaf family or the family members make it a priority to expose their deaf children to the Deaf community and ASL instruction. One theme for language acquisition for Deaf children is the emphasis placed on developing language that is both natural and spontaneous, which can only occur in language rich environments. Learning across the board, but especially learning connected to language acquisition, must be centered on meaningful, personal experiences. When children are able to learn through experiences they can make the language personal through inferences and collecting information. Language is a living, breathing thing that transforms and changes constantly. At the root of language is the meaning of the language rather than the grammar rules or the sentence structure that on paper makes up a language. A language is more than words on a paper, however this is typically the focus of the English language acquisition for ELLs.

Another difference between typical bilingual education and deaf education is that there are no transitions out to English-only classrooms. A deaf individual uses “the two languages separately or together to meet his or her everyday communicative needs” (Grosjean, 1992). Even when deaf individuals interacting with the larger, English speaking world, they are still using language techniques available to them: ASL, gesturing, or printed English, they are not blocked from interacting with the world because of a lack of vocal speech. The bilingual education approach must be different for Deaf students compared to other bilingual students. Some research asks the question: "To what extent can a parallel be drawn between the signing deaf child and the hearing bilingual child?" (Hamers, 1998). By reviewing bilingual education in general and the cognitive advantages linked to bilingual development within pedagogical arguments, research studies, and socio-cultural arguments, one can find successful evidence of bilingual educational approaches for deaf and hard of hearing students.

### *Bilingual Education - Research*

With the publication of Pearl and Lambert’s 1962 monograph, “The Relation of Bilingualism to Intelligence”, the view of bilingualism shifted from negative to positive when the study showed that the bilingual group had “higher intelligence scores” which were attributed to being able to “manipulate two symbolic systems and thus analyze underlying semantic features in greater detail” (Hamers, 1998). Bilingual individuals must navigate between two language environments depending on the situation and the society at the time. This is especially true for deaf individuals who

live as a minority culture within the dominant hearing society. Once they are removed from the signing environment, they must interact with other hearing individuals, which is typically done through print. It is possible for deaf students, that their first exposure to the English language is through print and it is through print that deaf individuals become bilingual.

Some bilingual researchers (Mayer & Wells, 1996) believe that deaf students “cannot acquire literacy in written English without first or simultaneously needing access to English in its spoken form” (p99). However, this is an oversimplification of the process of reading being completely dependent upon the support of sound. As Singleton, Supala, Litchfield and Schley discuss it is possible to have different paths to reading, rather than the traditional phonics based reading approach used when teaching English to second language learners (1998). In order for deaf students to excel in reading and writing, before they can have a understanding of written English, they must first have experience with language, for “if the child does not have language, they cannot be expected to understand reading and writing” (Singleton, Supalla, & Schley, 1998). For the deaf student this facilitation of learning English is accomplished by utilizing ASL as the language of instruction. It is through this use of ASL as the research of Prinz & Strong shows, that “deaf children’s learning of English appears to benefit from the acquisition of even a moderate fluency in ASL” (Prinz & Strong, 1997). Even if the student is not exposed to ASL from birth, any ASL skills they are exposed to after entering a bilingual classroom will help to develop their



English literacy skills, thus it is essential that ASL is respected and utilized within a deaf and hard of hearing classroom to increase the access to the English language.

In 1989, Johnson, Liddell and Ertning, stated that “ASL should be the first language of Deaf children, that English should be taught according to the principles of teaching English as a second language (ESL) and the ultimate goal of the systems is well-educated bilingual [in the use of ASL and written English] children” (Livingston, 1997). Students are engaging with science, math and history through ASL and are exposed to English print through the day, but the learning is not constrained to sentence or grammar repetition. The access to English through the use of visually accessible print materials is the difference with successful learning when compared to immersion in an English based signing structure. If these students were forced to switch to a signed English communication, the communication is limited and subtractive because they lose the conceptual understanding that is natural in ASL. By creating a separation the languages, there is a balance in modality of the languages rather than a limited combination of the two.

### *Bilingual Education - Pedagogy*

Jim Cummins developed groundbreaking pedagogical arguments concerning bilingual education of oral language users and his theories can be applied to the education of deaf students as well. In *Empowering Minority Students: A Framework for Intervention* he presents his theory of interdependence hypothesis. In this theory he states that “instruction through minority language is effective in developing academic proficiency in that language is transferable of this proficiency to the

majority language” (Cummins, 1986). In other words, deaf students who have a strong first language in ASL and can use this language to explore and participate in academic subjects, as well as developing the academic language of the English majority language. This common underlying proficiency theory, states that skills in both language, such as reading and writing inhabit the same part of the brain, and are not separated out based on language. If a student understands how to read in Spanish, then the same reading ability is there providing a bridge into reading in an additional language.

Livingston references Cummins’s theoretical framework for intervention, which stress that language is learned when the focus is not on the language itself, but rather on “achieving subject-area understanding” (Livingston, 1997). Instead of the focus being on mastering a language, the language comes naturally when discussing the subject. When the two are not incorporated together, then it does not promote language or content mastery. When the languages are separated, the success of such a program is students who are bilingual, bicultural and biliterate.

In a bilingual classroom, instructors incorporate the minority language (ASL) throughout all aspects of the school program and this promotes “intrinsic motivation on the part of students to use language actively in order to generate their own knowledge” (Cummins, 1986). When DHH teachers focus on this type of instructions, it occurs within a classroom centered on community discussions, readings, writing activities in addition to contextual experiences through hands on activities, visual presentations and dramatizations of academic material. These supports provide deaf

students with more access to analyze and become an active participant in their own learning. The use of the minority language empowers the students to succeed in school and embraces the cultural and practices of the students themselves.

### *Bilingual Education - Socio-Cultural View*

In a deaf classroom, there is a high emphasis on creating bilingual students, but it is equally important to support students, as they become “bi-cultural”. This term in the deaf and hearing context is “not to be competent in two cultures, as bilingualism is to be competent in two languages [...] but to negotiate tensions between competing and profoundly contradictory beliefs, lives, and activities, those they are embedded the lives of hearing people on one hand and those of Deaf people on the other” (Padden, 1996). Deaf students must become members of their cultural group through experiences and eventually individual acceptance. Children spend the majority of their lives within a classroom, so this environment serves as a place not only for the language development of an individual, but as the environment for the social identity they develop. Children need models and experts on how to navigate through dual worlds, not only with visual communication, but to understand what it means to be Deaf in a hearing world.

In 1974 Lambert was the first to suggest how imperative it is for the development of the bilingual students, both cognitively and socially, that the languages used are given relatively equal status within the classroom (Lambert, 1974). Far too infrequently, deaf students do not find themselves in an additive form of bilingual instruction, where the hearing family “attributes positive values on the two

languages” and “they will bring complementary positive elements to the child’s overall development” (Hamers, 1998). Many deaf students are taught orally or with English based signs, in order to improve their English development with little or no regard for their ASL development, and are sent home were parents are encouraged to speak to their children rather than rely on signing. This results in little development of their L1 (primary language), which as research has shown us, when L1 is neglected it results in lower academic results (Long & Padilla, 1970; Bhatnagar, 1980). For schools that support an additive approach to bilingualism, this does not happen since they provide the maximum support to developing the students primary language. The goal for bilingual education for deaf students is that by separating the languages and making connections between the two languages, the view changes. ASL and Deaf culture has equal status with English and the hearing culture.

One underrepresented consequence of having a neglected natural language is increased barriers to social interactions with others, but especially for children this falls upon peer interactions. For deaf students in instances of low or little communication abilities, students are lacking a “necessary component of overall social development” (Odom, McConnell, & McEvoy, 1992). In their interaction with peers students learn the social skills needed to initiate and maintain friendships, understand multiple perspectives in social situations, negotiation, conflict management, tact and other social communication skills important for living in the world (Antia & Kreimeyer, 2003). Within a bilingual classroom, where deaf students are encouraged

to develop their primary language, this understanding will help to bridge the communication barriers that contribute to the risk of poor social-emotional adjustment.

Within bilingual education, the development of ASL, English and cognitive learning is central to the social learning that occurs in the classroom. Albert Bandura's (1977) theory of social learning emphasizes the importance role models have in shaping children behavioral development. Typically Deaf students receive not only academic instruction but also learn social cues and behaviors within the classroom rather than in the home. When applied to a bilingual deaf classroom, the theory holds true when applied as linguistic models as well. Bandura's self-efficacy theory "places emphasis on the importance of confidence in one's own capabilities as a prerequisite for behavior change" (p200). From interactions with peers and other deaf individuals, students increase their own linguistic and cognitive abilities, which in turn, increases their own self-confidence and is reflected back in their academic success. When designing social interaction curriculum for a deaf bilingual classroom, four aspects must be taken into account: attention, retention, reproduction and motivation. The pen pal curriculum suggested within this thesis addresses these aspects as well as supports an intrinsically motivated balanced bilingual classroom to support students' language, cognitive and cultural development.

### **III. The Need for a Digital Pen Pal Program for Deaf Students**

Literacy rates among deaf and hard of hearing students are often not encouraging. In 1996, Moores reported that “the average deaf or hard of hearing student graduating from high school reads at approximately the third or fourth grade level” (Moores, 1996, pg 2). In 2006 and 2011, further studies indicated that “deaf children's reading ability is often severely delayed and they typically leave school without age-appropriate reading skills” (Kyle & Harris, 2011). This is not surprising given that many if not most deaf students are born to hearing parents who have no prior experience with ASL, and once placed within a bilingual setting these students learn two languages at the same time which results in constantly playing catch up with their language awareness and cognitive development. This struggle with written English is not only limited to deaf children of hearing parents. Deaf students who are native signers also have a likelihood of struggling with learning written English, since ASL itself is not expressed in a written form. While the impression is that ASL is a direct translation of English in a visual rather than a written formation they should have identical grammar structure. However this is not the case, as ASL is a distinctly different language than English. ASL and English are both languages unto themselves and have separate grammar and rules for speaking and communicating (Wilbur, 2002).

Deaf students experience the complex task of learning to read a written language that is derived from a spoken language to which they do not have complete access. Many deaf students experience frustration with writing since the language represents a block to their cognitive expression and communication ability. The

constant translation between the visual language grammar of ASL and the written grammatical structure of English can be draining and uninspiring for students, particularly because there is little present in curriculums to motivate learners to feel connected to their own literacy development. This frustration and difficulties experienced with written English by deaf students can have long-term effects, with self-confidence, future education, and future employment. It is therefore imperative to facilitate the use of bilingual approach to reading for deaf students, and in doing so provide them with connections between the two languages.

The curriculum developed for this thesis prompts students to incorporate both the use of ASL (the native language) and written English (the second language) to ease the frustration of writing. A technological pen pal program enhances the students' ability to develop metalinguistic awareness so they can manipulate and reflect on features within a language, either ASL or English. Additionally, when students can control and play with language, it can help to develop their cognitive development, in reading ability, academic achievement and social skills (Erting, 1997). The use of technology allows deaf students to analyze both their ASL skills and their English writing in a less stressful environment. This is new territory for deaf education; while the topic of pen pal programs and literacy development has been addressed in regards to its impact on hearing students, there is no academic research to support its use with Deaf and Hard of Hearing students, nor is there research on the benefits of technology on literacy development among such students. However,

curricula developed for use among hearing students and other projects on ASL and literacy provide inspiration for the curriculum design for this study.



#### **IV. Review of Existing Materials and Curricula**

Some of the current research for ASL and English literacy development incorporates technology and writing, however there is no curricula concerning the full impact of a digital deaf pen pal program existing. Various sources touch upon different aspects of such a program (student motivation, English writing for ASL users, technology, benefits of a pen pal program), but there is still a need for combining all of these attributes together which is currently lacking within the ASL/English bilingual curriculum. An example of this is in the prior UCSD thesis submission “Picture This: Developing Deaf Students’ ASL and Written English Through Picture Journals” (Jabali, 2009). This curriculum has students take photographs of things and then write about them during journaling, which would keep them motivated with the writing process since it focuses on their own interests. This curriculum use collaborative learning to develop deaf student’s writing abilities, as well as using a form of technology (pictures) to engage the students in the writing process. However, it does not involve a social pen pal program or continuation exposure to technological advances to develop written English or American Sign Language. Since no research could be found in prior thesis submissions, the next step was to examine different research concerning the independent aspects, since there is no existing research or journal entry about using a technological based pan pal program within a deaf classroom.

### *Pen Pal Program*

Barbara Philips (1994), a teacher of Spanish at Rock Bridge Sr. High School, describes how to establish an international pen pal program for Spanish teachers. Despite focusing on a different group of students, the article was particularly useful in guiding curriculum design as it provided rubrics and outlines, which in turn provided specific topics the students could include in their letters as suggestions. For example, if their pen pal asks them how they celebrate a holiday or what they do on the weekend, the students should address it, explain, and then expand or move onto a new topic. This curriculum is beneficial because it highlights when engaging with a pen pal it is important for students to provide information as well as request information. For deaf students this requires them to have a conversation with a person, in essence, face to face, which can be difficult when using a non-native language. However, the curriculum proposed by Philips is limited to written letters and does not introduce the use of technology, which is especially beneficial for ASL users and does not connect to the literacy advantages a pen pal program offers.

In “Pen Pal letter Exchange: Taking First Steps toward Developing Cultural Understandings”, there is a specific focus placed on the literacy benefits for students who participate in a pen pal project, in addition to the cultural benefits of such a project within a classroom. It states how schools play an essential support for children to develop productive and meaningful relationship with others at home and around the world (Barksdale, Park, & Watson, 2007). A pen pal program assists students in developing personal understanding of other people not in their immediate

surroundings. This highlights the research discovered by Baker & Brown (1984) and Wells (1996) that through letter exchanges with others, children have an authentic opportunity to develop strategies for determining the meaning of written language and to construct written language in return that reflects their intended meanings. Again, while these studies highlight the importance a pen pal program has on building relationships through written language-they leave out the benefits it can have on students communicating through visual or a signed language. These studies also do not include the advances technology has in developing these relationships with almost daily correspondence available.

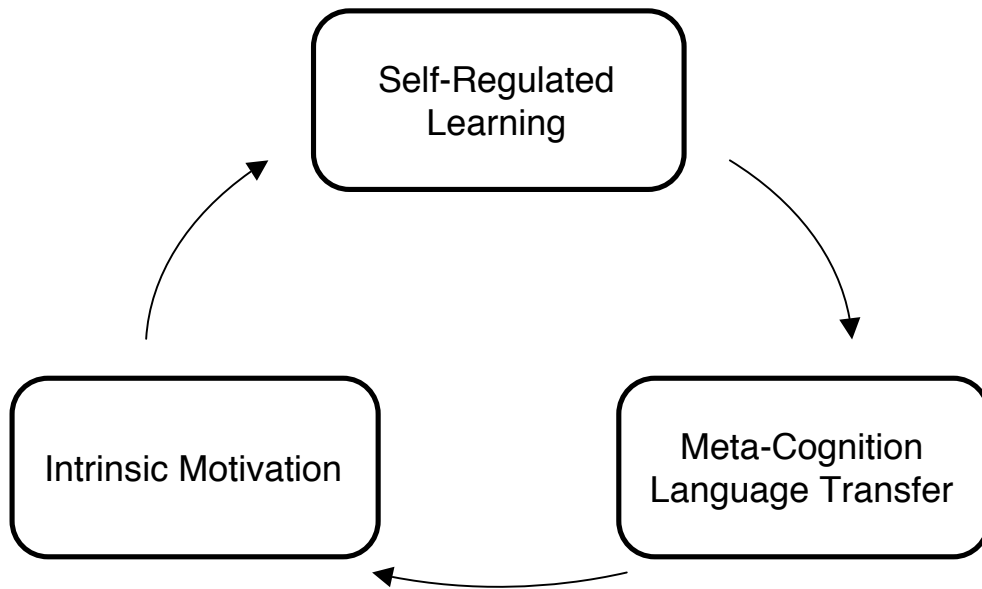
### *Technology*

Stephen Ehrmann, one of the founders of The Teaching Learning and Technology Group, describes that there is an impending transformation within the classroom as “technology is providing a foundation for the reorganization of higher learning” (Ehrmann, 1999). Because of technology, the learning environments that students are placed in are bursting through previous bounds. Access is increasing to various people and things, such as deaf students interacting with deaf peers in other states. This interpersonal interaction challenges students to become aware of themselves and their preconceptions about others all through the use of technology. It is through technology that students are engaged because their learning reflects the changing world around them. While a supporter for technological use in the classroom, the article does not directly state the benefits for deaf students in their literacy development.

Rosa Roman-Perez (2003), an English instructor at the University of Puerto Rico at Mayaguez, used technology in addition to literature to inspire a personal connection to reading with her English as second language class. In her article, she describes how she used an electronic version of the short stories in the Chicken Soup book series to provide context for language and experiences for her students to write about. It was these resources which ultimately had the students engaged with reading and writing to gain fluency in the language, in addition to gaining enjoyment from “using the computers, sharing their writing with each other and enjoying reading/writing for pleasure” (p310). All of these aspects of the writing process should be present in the classroom and are inherently there when students have the opportunity to work with technology, as there will be with the proposed curriculum.

Literacy and technology are quickly converging with the classroom environment. As such, teachers face challenges not only integrating technology with traditional aspects of literacy instruction, but also engaging students in emerging technologic illiteracies and tools. Upon examining prior research and curriculum, there has been little research on the ways in which teachers are taught, encouraged, or practice integrating technology with their literacy instruction. Additionally there is no evidence that this is being done within a deaf classroom or in conjunction with a pen pal program.

## V. Key Learning Theories and Relevant Research



**Figure 5.1:** Interconnection of the Three Learning Theories

Student motivation is a highly sought after teaching tool within classrooms, however most teachers focus mostly on extrinsic, rather than intrinsic motivation. Intrinsic motivation is “based on the innate, organismic needs for competence and self-determination,” (Deci & Ryan, 1985, p. 32). Teachers can support students’ intrinsic motivation by building relationships with the students and building upon interests the students already have. Two such interests for current children are technology and socialization. By combining these two interests as the centerpiece to my curriculum, the students will be motivated by the satisfaction of the goal or curriculum itself. Students naturally approach and engage in things that are of interest to them, such as conversing with peers across the country freely and without judgment.

The current educational system is established to support performance goals with grades and test scores, which is more a means to an end, rather than about the student and the process. Students learn that by completing any task they should be rewarded. During my current tutoring experience, I had students ask me if they could get something from the “prize box” for working on their homework, which is something they know they have to do. This is just one of the multiple examples that occur in schools with counterproductive rewards. They are counterproductive because the students lose interest in the activities because there is no reward. There is no internal thinking or higher order thinking when this is the case; students just want the answer to the question rather than going through the process of discovery themselves.

Teachers need to shift their teacher style from grade results based and incorporate more of Bransford’s (1984) IDEAL approach. This approach begins with identification, definition, exploration, analysis, and learning. It is important for teachers to acknowledge what is being learned through the process, the information within the discussion and activity itself rather than the ending grades. This is why within my Pen Pal Curriculum there is only one grade (or credit) received at the end of the project, based on completion of the task within the time frame. By designing the entire curriculum around the students and their interests the students are more interested and motivated by the job itself (writing letters to their pen pals), which supports future intrinsic motivation rather than extrinsic. Since students are becoming dependent on external praise (is this good?) it is important to encourage their interests and effort rather than product. Teachers can provide students with the opportunity for

intrinsic motivational learning by focusing on learning, engaging the students in interest based activities and employ effective learning and self-regulatory strategies. One way to do this is to incorporate language into the curriculum project itself. This provides students the opportunity to “use language actively in order to generate their own knowledge” (Cummins, 1986). This type of approach empowers students, encourages them to assume greater control over their own learning goals and collaborate with their classmates and peers in achieving these goals.

The Pen Pal Curriculum, while motivating the students, also serves as a medium to develop their metalinguistic awareness as well as meta-cognition development. Studies have shown that there are “educational advantages”, such as “enhanced metalinguistic development” which results from the continued development of dual languages among bilingual students (Hakuta, 1985). Metalinguistic awareness refers to the students’ awareness of dual languages, their similarities, differences and ability to switch and converse between the two. Meta-cognition refers to higher order thinking and the awareness of the cognitive process and language usages within learning. Students engaged with written English letters as well as ASL videos, but they still brainstormed in each language before applying the other.

The languages will not be limited to each other in translating skills, instead students will apply the knowledge from their native language (ASL) to the second language (English) which is language transfer. The emphasis is on bilingualism and linguistic awareness rather than simple translating. For example, students were

required to reflect on their signed responses when reading the English letters from their pen pals based on the context of the letters. They also explained how the two versions of their letters, English and ASL are similar, different and how they felt about using each language.

These reflections occurred throughout the program, to support the students on their final learning feature: Self-Regulated Learning. Self-Regulated learning occurs when students formulate their own plans for challenging tasks, evaluate their own learning by practicing skills and reflect in-depth on the subject matter (Hutchinson, Perry, & Philips, 2006). Students were presented with a task (writing letters) but while instructed in various ways to approach the assignment the students are ultimately asked to analysis the task, and then determine what is required and what approach is the best for them to complete the task. Thus, these students are successful because they control their own learning environment. The Pen Pal Curriculum environment is in the hands of the students in that outside of specific deadlines and within conversational topics, the students can discuss what they want with their pen pals, rather than be rigidly forced to discuss specific topics within each letter. The students will have to set goals for themselves about when to complete the different drafts of the letters before sending them out and evaluate each part of the process. The students presented their journals and portfolios at the end of the assignment for self- assessment and reflection about successes and improvements. They were able to direct and regulate their own actions towards the learning goal, which is establishing a conversational relationship with a fellow Deaf peer.



## **VI. Curriculum Framework**

The curriculum uses letter writing, technology communication devices such as email and video phones and peer interaction to develop deaf and hard of hearing students' ASL and written English skills. The curriculum focuses on the language arts curriculum, but also includes social and time management skills. The goal is for students to become intrinsically motivated to develop their English writing skills and ASL skills through a bilingual pen pal program. Students engage in a pen pal program with another deaf or hard of hearing peer in a different state and create both English and ASL letters, corresponding across the country. The ultimate goal for this curriculum is for the students to weekly correspond with their pen pal through letters and technological advancements. This correspondence provides a way for younger deaf children to connect with their peers across the country. The final project in the curriculum has the students presenting their experiences and opinions throughout the program to their classmates, their teacher and other support staff. This opportunity for presentation facilitates a sense of accomplishment and completion, which is important for intrinsically motivating bilingual deaf students.

The curriculum for the Pen Pal Program is based on the English-Language Arts California Common Core standards for third grade. It consists of four key units that incorporate a bilingual technical approach to language development. Each unit consists of anywhere from four to six lessons, and some lessons may have one to two different activities within the lessons. The lessons are written for variety of times and

class sizes (whole group, centers or individual). They can be used at the teacher's discretion and within their specific class.

### *Curriculum Framework- Units*

Each of the four units begins with a specific unit overview that highlights the entire unit and focuses on the specific lesson, highlighting the class size and the goal and objectives for the lesson. This framework provides teachers with a “big picture” curriculum while still providing teachers the opportunity to add their own lessons, or modify for their specific classrooms. The first unit is an *Introduction to a Pen Pal*. Students will learn how a Pen Pal Program works through group discussion, viewing a Prezi Presentation and reading various pen pal stories such as Pen Pals by Joan Holub. A Prezi is a slide based presentation software, similar to Power Point. Students will also be exposed to the timeline for the program and the changes and advancement in communication technologies. The students created an introductory video for their pen pals using ASL, briefly introducing themselves and their residential school. The use of ASL in the beginning builds upon the student's natural language and motivates the students to accomplish a similar correspondence through written letters.

The second unit focuses on *Letter Writing-Snail Mail*. Students will draft their first letters to their pen pals after brainstorming ideas as a class and looking for ideas in books and personal experiences. The body of the letter will be expressed in ASL and then translated into written English by the student. This allows for a richer body of text and information to share with their pen pal. Students used written graphic

organizers and English to help organize their ideas for their ASL videos. Students mailed letters to their pen pals and commented on the process, and wait time between correspondences. The students reflectively wrote in their journals about their decision process and overall opinions. Throughout the program, students used one language to assist them when using the other, thus creating a deeper linguistic approach to elementary education through a bilingual social and academic agenda.

After receiving a written letter back, the students begin the third unit, which introduces the next stage in communication technology. In Unit three, *Expressing Through Electronics*, the students shift to more current technology such as video conferencing, the internet and email. After editing their responses, students send their letters via email and reflect in their journals about the differences between the letters drafted in the second and their unit. The final aspect of this unit will introduce students to one of the latest advances in technology that can be incorporated in a Pen Pal Program: video conferencing. Students participated in a video conference where they will responded to the last letters received from their pen pal and had a real time conversation.

To encourage students to reflect on both the program and their overall growth as writers and signers all students completed a final *Presentation* in which they described their preferred technology, shared information about their pen pal and reflected on their overall enjoyment of the project. Throughout the project, students self-evaluated their own work based on rubrics. The rubrics incorporated aspects of 6 + 1 Trait Writing which analyzes different types of writing in addition to evaluate

the ASL letter components. None of the units or the work created within each unit were teacher graded on content of the letters, but instead rubrics were used to assess for time management, completion of assignments and traits for writing and signing. This emphasizes to the students that the project is about the freedom to engage in open communication with deaf peers.

#### *Curriculum Framework- Lessons*

In addition to the unit templates, individual lesson plans are provided for the main components of the pen pal program. The curriculum is composed of twenty-four lessons and is structured to follow a specific order. The format for each lesson consists of the goals, objectives and standards at the top of each lesson. At the top of each lesson is the period and hints to help the teacher. In addition, there is also a section for materials needed the beginning (launch) of the lesson, middle (procedure) and closing (wrap up) of each lesson. Each lesson has an informal assessment, and modification to the lesson, but might not have a formal assessment. Since some lesson cross multiple days, the formal assessment is conducted at the end of a group of lessons or the end of the unit.

## **VII. Implementation Description**

### *Description of the School Site*

The curriculum was implemented over the span of twelve weeks within a third grade classroom at a residential school for the Deaf and Hard of Hearing. The school is a public state school, within an urban city. As an entire campus, there are five different schools located at the residential school, all serving students from infancy to high school. In addition to general classes, students can also partake in career preparation and transition classes. Both deaf and hearing individuals are employed as teachers and staff throughout the campus. Not all individuals are fluent in American Sign Language but this is the majority language used in the classrooms and anywhere around campus.

A few of the students live in cottages located on the campus, with separate cottages based on age and gender. Counselors support these cottage students day and night with various activities such as homework, after school teams and their general wellbeing. Some students live in the cottages during the week because of their home distance from the school, or due other needs that require being supported in a deaf and ASL environment twenty four seven. Families do not pay for the students to stay in the cottages, nor do they pay tuition for their child's attendance at the school. Instead, as being the least restrictive learning environment, the student's local school district pays for the fees required to attend the school.

The school functions under a bilingual-bicultural approach for instruction and teaches lessons based on the California State Content Standards and Framework. All

instruction occurs through ASL and the teachers strive to make connections between the two languages of ASL and English print. This connection enhances the student's learning with assistance through state-adopted textbooks, supplemental curricula and technology. All of the classrooms have an interactive smart board and two computers (one for teacher and one for student work). The school also houses a computer lab in which the students are required to visit every week for a computer-based math activity and keyboarding practice. The school participated in various assessments (national, statewide and specific to the school) and curriculum is updated regularly to align with the standards, assessment program results, and student's individual needs. In addition to promoting academic achievement, the school also promotes pillars of good character, such as respect, citizenship and fairness. The expected school wide learning results states the schools graduates are "effective communicators who are problem solvers, competent workers, empowered learners, effective users of technology and responsible citizens".<sup>1</sup>

#### *Description of the Classroom*

My third grade classroom was the last classroom in a hallway, which offered little distraction to the students. It was an average size room and functioned well for the six students inside. Even when the classes were combined, the students were able to move their desks into a larger horseshoe shape with enough table space and chairs for all students. However the class did not have any designated spaces, such as a

---

<sup>1</sup> Adapted from the school's website, but do to the privacy of the school, the direct website is not listed as the resource.

reading corner, or science center, as much of the activity revolved around the students individual desks and the front of the room. The classroom had an interactive smart board complete with Epson projector and document camera. There was also a wireless keyboard, mouse and mirroring option from the teachers' computer. There were only one light switch for getting attention and it was located next to the entrance door. There was a second door that led outside across the parking lot to additional buildings, which was only used by teachers and staff but never students.

In addition to individual student desks, there were two rectangle tables towards the back of the classroom used for center work, larger group activities and table space for filing and grading papers. The students all have individual desks, arranged in a "U" style shape, all facing each other, however the students did not place much inside of their desks, as they tended to narrow at the end, almost creating a "V" opening. Instead, students kept their curriculum books and work in folders and sections across the classroom. The desks are extremely easy to maneuver and many times the desks would be rearranged throughout the day to accommodate specific activities or number of students. The classroom walls were heavy with student work and print access, including using the blinds on the windows to hang additional work and posters. Overall, the layout of the class was established for students' maximum visual access towards the white board, each other and updated technology for enhanced learning.

### *Start Date and Length of Stay*

I began my placement on March 12 and will stay until the last day of school, which is June 7<sup>th</sup>. This is a twelve-week placement and is longer than other placements for UCSD as well as other placements for interns currently at the residential school. I began to launch my thesis curriculum on March 26 (week 3 of my placement) and have been steadily working on it ever since. It is my belief that we will work within the curriculum to the last week of school. The average for the thesis curriculum is two to four lessons each week, depending on the individual lesson and how much has been modified of that lesson to fit into the allotted time.

### *Daily Classroom Schedule*

#### Morning Message

Every morning at eight, the students were greeted in the main hallway and the entire third grade walked to the two classrooms. The students split into their individual rooms to take out their homework and put away their backpacks. Homework consisted of math, a twenty-minute reading long and four pages of language arts material incorporating spelling, vocabulary, grammar and journal writing. Sometimes the students had their language arts book, math books and math notebooks. Afterward, the students lined up again to go next door for a complete third grade morning message. Students sat on the floor as one student read the message from the teacher for the entire class. This message usually consisted of information



about that day or upcoming events. The student then changed the calendar and led the group in the pledge of allegiance. The students then returned to their homerooms.

### Language Arts

The first hour and a half of the day focus on Language Arts. On Mondays, we typically introduced the vocabulary and spelling words for the week, which were always directly related to the weekly reading in the language arts curriculum. In fact the weekly vocabulary and spelling words came directly from the provided curriculum. After the discussion, the students would read the short two-page story for the week that introduced the vocabulary words. Then the students would begin their word work. For the week's vocabulary words, the students had to write the definition, a synonym, part of speech and create an English sentence using the word. Typically, the students would have to confer with a teacher or adult about correcting their sentences to reflect English grammar. This word work could be completed later in the week during individual folder time as well.

Later in the Language Arts block, we typically transitioned to reading and read the weekly section from the language arts book. Students were picked at random using names on sticks to read passages out-loud in front of the class. Reading also typically began the language arts block from Tuesday to Thursday (depending on long the story was). If they were not reading the story, students worked on individual work in their folders, which consist of vocabulary worksheets, spelling worksheets, reading comprehension or writing skills and grammar worksheets. All of the worksheets and activities were connected to that weeks' current story and were provided by the

curriculum instruction. On Fridays, the students had three language arts tests: spelling, vocabulary and reading comprehensions.

#### Physical Activity or ASL Class

The students had forty minutes in the morning for physical education or ASL class, and they alternated these activities every other day. This was also my prep period in the morning and provided an opportunity to confer with fellow teachers or hold meetings.

#### Additional Language Arts

Once the students returned from P.E. or ASL, there was roughly thirty minutes to continue their center work, their individual folder work, or provide an entire class activity. This activity typically focused on the grammar for the week, or this is when I typically taught my thesis curriculum. From here, I walked the students to the cafeteria for their lunch. After lunch, the students would have fifteen minutes of silent reading, and they could take reading comprehension tests on the books they read and receive points.

#### Science, Social Studies or Deaf Studies

Both classrooms were together again for this hour of time to work on science, social studies or a deaf studies activities. On Thursdays and Fridays, this time was used for Math lessons (classes divided out) since on Thursdays the students had keyboarding in the afternoon and Fridays were an early dismissal day. The students had a twenty minute recess outside on the play structure followed by an hour of math time.

### Math

The students are separated into their classrooms to work on math. Math begins with timed leveled multiplication and division worksheets. Then there was roughly an hour of instruction time. On Tuesdays, the students went to the computer lab to participate in an online standards based math game.

### Homework Intervention

Twenty minutes before the end of the school day, I reviewed and explained that night's homework to the students. They would write down their homework and pack up before being walked to the dismissal area. Monday through Thursdays the school day ended at 3:00pm, but on Fridays the school day ended at 2:10 pm.

### *Description of the Students and Teacher*

Across the entire third grade there were thirteen students separated into two classes. One of the classroom teachers has taught at various school levels including high school and middle school, and she is Hard of Hearing. The main teacher within my classroom was hearing had has taught at the school for thirteen years within the elementary department. The two third grade classrooms combined for Morning Meetings, Science/Social Studies/Deaf Studies and various other activities such as the computer lab and free choice activities. When this occurred, the class consisted of thirteen students, two team teachers, two various teacher's assistants and various high-school student workers. However, for math and language arts the students were separated out into two classrooms. Since the curriculum project is based on language

arts ideas, it was implemented within one of the third grade classrooms comprised of six students (four girls and two boys).

All of the students were recognized as native signers of ASL since they came from extensive deaf families including parents, siblings and extended family members. While some of the students used hearing aids during speech class or outside of the classroom, the majority were profoundly deaf and communicated only through manual sign language. The majority of students had one or two parents who worked at the school, and most had their siblings attending the same school. There was one student who lived in the cottages during the week, and most students were members of various sports teams or other after school activities sponsored at the school. The students were culturally and ethnically diverse.

#### *Individual information about the students*

*April*<sup>2</sup> is a nine-year old Armenian girl who knew ASL from birth having Deaf parents and a younger sibling who also signs. During the week, she lives in the cottages and returns to her mother during the weekends. She does not like living in the cottages and would prefer to stay with her mother. Her attitude tends to reflect this belief as she has expressed this in conversation with me directly in addition to other staff members. Since living in the cottages, she has not completed all of her homework on a regular basis. She has had a hard time connecting with her classmates

---

<sup>2</sup> Pseudonyms are used for the purpose of confidentiality.

in a nice manner. Despite this attitude towards academics she is extremely bright and is reading and writing at the end of third grade level.

*Trevor* is a nine year-old, Caucasian boy who knew ASL from birth having Deaf parents and multiple deaf siblings. The family uses ASL at home and Trevor identifies himself as Deaf before anything else. His mother works at the school and will sometimes stop by the classroom. His favorite school subject is math, and he does not enjoy the unpredictability that comes with reading and writing. For these subjects he is placed at the middle level for a third grade student.

*Gail* is a nine year-old, Caucasian girl who has a mother and father who work at the school. She and all of her Italian family members are deaf including her cousin who is also in the class with her. She has multiple generations of deafness in her family including grandparents and extended relatives. She is extremely creative and is not afraid to think outside of the box. She is at the beginning levels for a third grade student in reading and writing.

*David* is a nine-year-old Caucasian boy who has adult siblings, but is the only child of his married parents. His mother is extremely involved in the school. He performs at a very high level in reading and writing but his writing is often not legible. He is extremely creative and enjoys writing stories. He tends to engaged in competitive activities and loves to share his opinion in class. Sometimes this can lead

to arguments with other classmates and staff, and he tends to become frustrated easily, especially when asked to do assignments again. During the time of the implementation of curriculum, a behavior plan was being prepared for him.

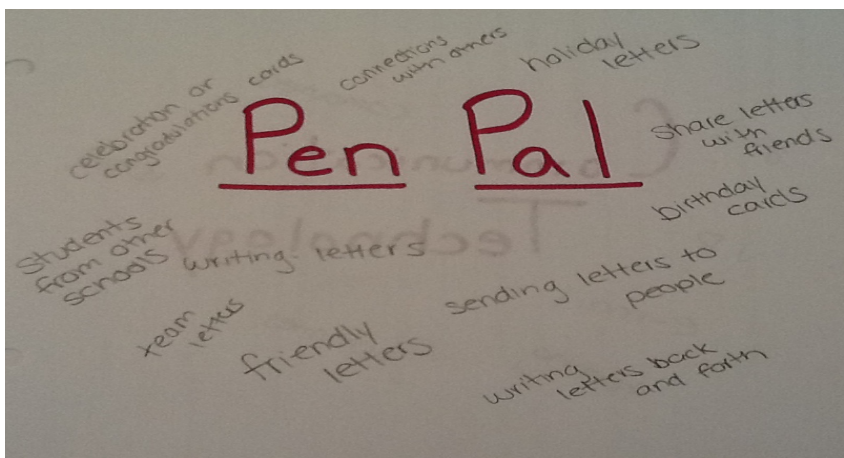
*Elizabeth* is a nine-year-old girl of Caucasian and Ethiopia descent. She has multiple deaf siblings and cousins who attend the residential school. She is reading and writing at the expectations for a student at the end of third grade. During the start of the year she suffered the loss of a family member. She has a very sweet and sensitive personality and is considerate of other people's feelings.

*Britney* is a nine-year-old Caucasian girl with both deaf parents working at the school. She is extremely proud of her Jewish heritage and loves sports. She struggles with math but is extremely proficient in reading and writing. She is reading and writing on standards based on what is expected at the end of third grade. She pays attention to her teacher and classmates and has one of the biggest hearts in the class.

## VIII. Curriculum Implementation

### March 27, 2013: Unit 1- Lesson 1

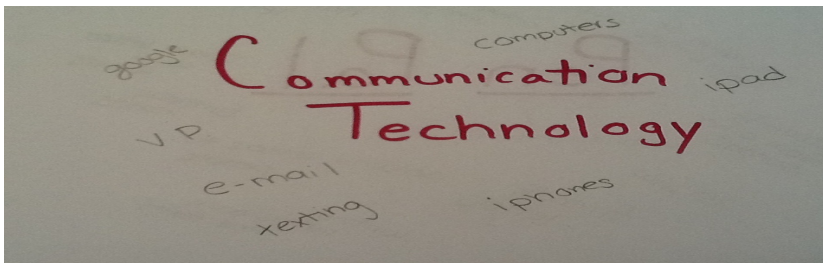
I began the first lesson by waiting for the student's attention and explaining that we were going to begin a new project for a few weeks: a Pen Pal Project. I wrote on a piece of paper on the overhead project the word "Pen Pal" and asked the students if they knew who a pen pal was. No one was able to answer this question. I then redirected the question to ask students if they have ever received anything in the mail from someone else. April raised her hand and said, "birthday card". After writing this on the board, students offered other suggestions, such as "holiday cards" and "friendly letters". I then went back to April and asked her who she received or sent a birthday card to. This then sparked the students in a discussion about people they have received cards from, such as "grandparents" and "friends". I wrote all of the students answers and thoughts on our brainstorming paper. Figure 8.1 shows the overall list the students came up with regarding a pen pal. I highlighted that a pen pal is a person who you converse with using mail and things like writing letters or cards.



**Figure 8.1:** Brainstorming of a Pen Pal

I then asked the students if they thought a pen pal was someone they see every day. They all signed "no" and when asked why not, Britney stated, "Because you do not see them every day; they do not live here". Since this last comment concluded the definition I wanted the students to have of a pen pal (someone who lives in a different place who you can converse with by writing letters), I summarized and ended this general discussion and began to explain the project.

I explained that each of the students will have a pen pal - another deaf student at a different residential school. The students became excited and started asking if they could write to a friend of theirs that had moved to a school in Texas. I told the students that we will be writing to deaf students that they had never met before, so this would be different and we would also be changing it into a Digital Pen Pal Program. This means that in addition to focusing on writing and thus on English, we would also be using many different forms of technology, which would allow for ASL improvement as well. I wrote Communication Technology on the paper and asked the students different types of technology they use to communicate. The students came up with answers such as "computers", "vp" and "google" and are showed within figure 8.2.



**Figure 8.2:** Discussion of Communication Technology

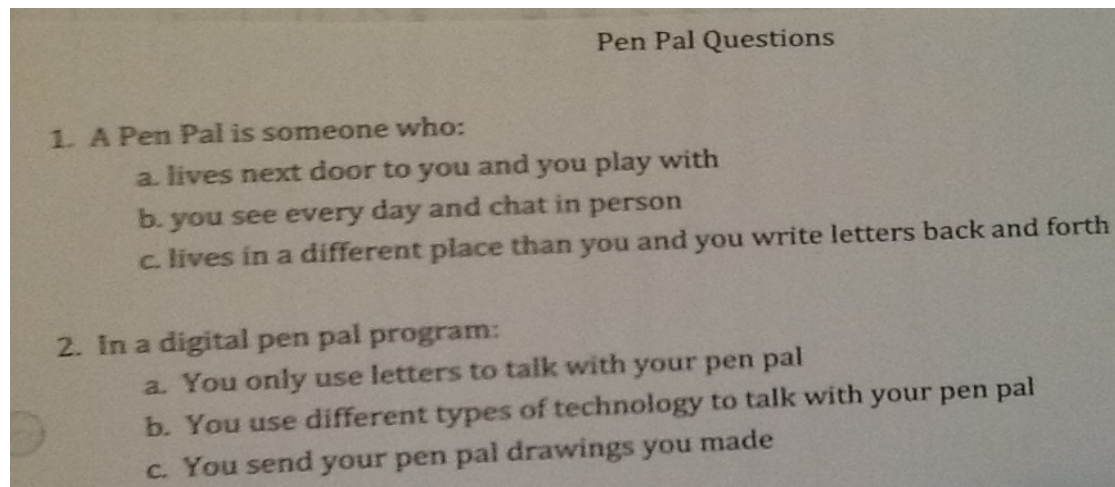


I told the students that they would be using different types of technology, such as email and VP (Video Phones) to write and talk with their pen pals. Elizabeth asked me if they would use their own email addresses, and I said not that we were going to use the school's email address because not all of the student's have their own email accounts. Elizabeth, Trevor and Britney and signed that they had one; while April signed that she did not. I said that was exactly why we were going to use the school's address.

After the discussion of a pen pal and communication technology, the lesson was interrupted by speech pull out, so I was not able to show them the Prezi Presentation I had prepared. I decided to wait until the next lesson to show them this presentation, because it was a good way to show them how using technology can impact an activity or discussion.

**March 28, 2013: Unit 1 Lesson 1 continued...**

I decided to have the students answer to questions about a pen pal and a digital pen pal program, to assess their understanding from the lesson before. The questions are shown in figure 8.3.



**Figure 8.3:** Pen Pal Questions

I placed the question on the overhead and gave the students a minute to read the questions and answers. I then signed to them the question and the answers and passed out their individual quizzes. This "quiz" was not in the original lesson plans, but since the lesson was now broken up across two days, I thought it would be good to assess their understanding of who a pen pal was and what makes a digital pen pal program before progressing further into the project explanation. All of the students answered both questions correctly, but I had to provide some additional support to Gail. I signed to her specifically the questions again and with the questions I gave her processing time after each signed optioned.

After the quiz, I attached my iPad to the overhead projector and the smart board screen mirrored that of my iPad. The students were already excited to see my iPad and after hooking up the screen they signed things such as "cool" and had smiles on their faces. I had done some test runs with the technology prior to this lesson, so I

knew that the technology would work. Using the Prezi Presentation, I walked the students through various slides, asking the students questions depending on the screen or topic. (An entire slide show of the Prezi Presentation can be found in the Appendix).

We had significantly covered at this point who was a pen pal and what a pen pal program was, so I passed through these slides were rather quickly. When the map slide appeared, I asked the students to find where our school was. Trevor pointed to the our school in Riverside, California and then I asked the students where they thought our pen pals would be living. Trevor followed the arrow on the map and signed "State" and fingerspelled "Minnesota". I then continued with the next slide showing the pen pal's school and explaining that we will be talk to the second/third grade combination class at this school.

I explained that for this project there would be three different parts and then an overall presentation. The students would be writing letters, writing an email and then having a video conference with our pen pal where they would see their pen pal face to face. In addition to this, we would be writing our thoughts and feelings about the project within our journals because this would help with their presentation. For their presentation, they will have to talk about their favorite type of technology and explain about their pen pal. Gail raised her hand and asked if they could keep their journals, and I said yes. I also explained that nobody else but they and I would look through their journals or their letters to or from their pen pals. I then asked the students if they were excited and they all signed "yes". This brought us to the close of the lesson, and

I explained that tomorrow we would do some analyzing of different examples of pen pals.

### **March 29, 2013: Unit 1 Lesson 2**

This lesson had modifications from the original lesson plan, because it was designed to be modeled as a whole group and then carried out in partner form; however, I had substantial less time to teach this lesson, so we did the entire lesson as a whole group activity.

I placed "Thinking Questions" on the overhead and told the students that we are going to read some books that all deal with pen pals. As we are reading the books, keep in mind the following questions- "who are the pen pals in the books and what is their relationship?" and "why are they writing and what do they talk about?" I also showed the students the *Pen Pal Comparison Chart* and told them that we would take notes in these sections about the pen pals and what they are talking about.

I placed the first book, Pen Pals by Joan Holub, and asked the students to look at the cover and make some guesses about the type of technology they were using in the book. David said that he saw a "mailbox, so that means it must be letters". We proceeded to read the story, highlighting specific pages that talk about having a pen pal. The pages were on the projector and I would sign the story standing next to the images and words. Before beginning signing, I would give the students a minute to read the English themselves, this way the students were exposed to the print, but we could have a discussion and expand on it through ASL. We discussed how the pen

pals were students in class (Elizabeth said that this was just like they were) and that the students were also excited to write letters.

On page 30 of the book, I highlighted how the main girl wanted to change her pen pal because it was a boy and she did not want a boy. I asked the class if they thought this would be fair or nice and they responded "no". We talked about how just like in the story, they would not be allowed to change pen pals. We also discussed what types of topics the students discussed in their letters and students answered things like "drawing", "school" and "asking questions". All of the discussion was in ASL and then I would write their responses in English on the chart, which they would copy onto their own charts.

The original plan was for the students to be broken into groups and do the same activity with their book and then share with the rest of the class at the end, so they would have a complete chart, but only have to present on one of the books. However as stated before, because of time, the first book was done as a read aloud. There were roughly ten minutes left, so I proceeded to do the same activity with the students on the second book Arthur's Pen Pal by Lillian Hoban. Figure 8.4 shows the discussion of Pen Pals and Arthur's Pen Pal, but the middle column is left blank because there was not enough time to finish the activity.

Title	Pen Pals by Joan Holub	Dear Annie by Judith Caseley	Arthur's Pen Pal by Lillian Hoban
Pen Pal	<ul style="list-style-type: none"> <li>• Students in class</li> <li>• excited to write letters</li> </ul>		<ul style="list-style-type: none"> <li>• characters are at home</li> <li>• Art hour has never met his pen pal</li> </ul>
Writing Letters	<ul style="list-style-type: none"> <li>• write letters</li> <li>• Sharing information</li> <li>- likes to draw</li> <li>- School</li> <li>- ask questions</li> <li>what do you like?</li> <li>• cannot change pen pal</li> <li>• can talk about pers</li> </ul>		<ul style="list-style-type: none"> <li>• Sharing about</li> <li>• Family</li> <li>• things you want (i.e. drama)</li> <li>• your favorite sport</li> </ul>

Figure 8.4: Pen Pal Literacy Comparison Chart

In hindsight, I should have ended the lesson before attempting this. At this point, the students had lost interest in the lesson. The students had successfully demonstrated in the prior two lessons, their understanding of who a pen pal is and what a pen pal does. This lesson gave them some exposure to various types of topics they could discuss, but they did not need any more demonstrated for them. For this specific group, when it became evident there was not time for the true comparison, a simple read aloud and discussion would have sufficed.

At this point, I also decided to put a hold on Lesson 3 and Lesson 4, dealing with "ideas and voice" of writing and "making a class video". I discovered that the students already use the 6+1 Writing Traits at the school, so they are familiar with using writing based around a central idea and making their voices heard in their writing. Thus, instead of teaching an entire lesson on this concept I decided to discuss it when needed with the students individually in their writing workshops. However, they would still evaluate their work with these traits in mind. The decision to postpone making the class video (Unit 1 Lesson 4) was based on the students desire to begin writing to their pen pal and a time factor. The cooperating teacher and I decided that her class would first make the ASL video while my class worked on their letters first. This way both classes would be working on something to send to their pen pals rather than waiting for one or the other. Once we received their video, we would mail out our letters and then generate our video about our school, while they worked on their response.

**April 10- 11, 2013: Unit 2 Lesson 1 and Lesson 2**

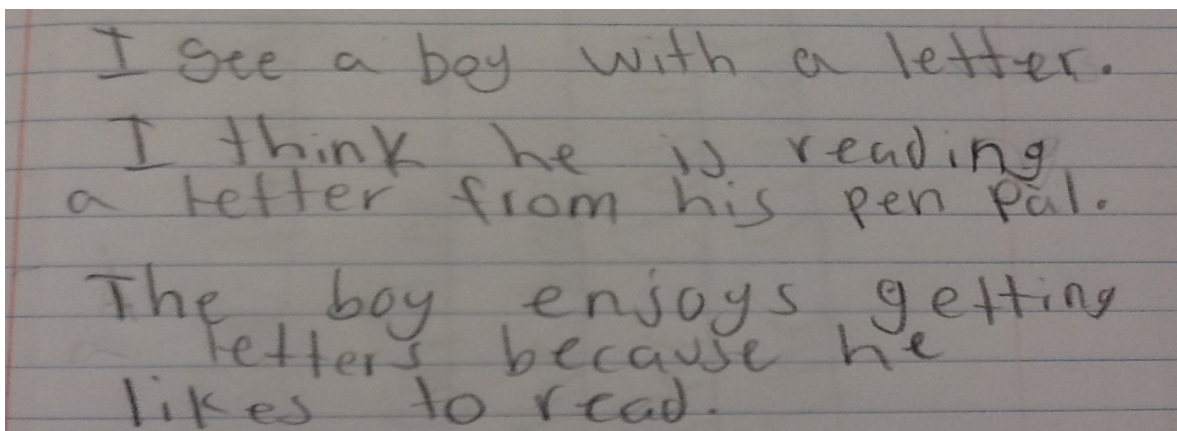
I combined these two lessons together over the course of two days because of time allotment and the knowledge the students already had. The students had already had a lesson prior to my arrival about the five parts of a friendly letter and had actually written a class letter to their teacher's daughter. Thus, I decided to shorten and skip through some of the material in these two lessons. Instead of having the whole class to work with at once to assess their background knowledge for letter writing, I had a center during language arts rotation. Each pair worked with me for roughly twenty minutes. Even though it shifted from group to smaller center, I still wanted to keep the goal of the activity a discussion with a partner. I had noticed in prior lessons and my observations that the class is working on their social skills with one another, and being kind to one another. The class is highly competitive with one another, so one of the goals I decided was to incorporate as much group and partner discussion and activities as I could.

From Unit 1 it became clear that the students had background knowledge and experience when it came to writing letters, so I decided to skip over much of the "introduction" such as with the vocabulary definition and instead focused on the picture discussion and thinking questions. I also combined Lesson 1 and Lesson 2 again, because of their prior experience. I was not introducing new concepts to them with lesson 2's five parts of a friendly letter and instead wanted to offer a review. I began the lesson by showing the students their individual Pen Pal Journals, which we would be using throughout the activity. They wrote their names on the inside, and I



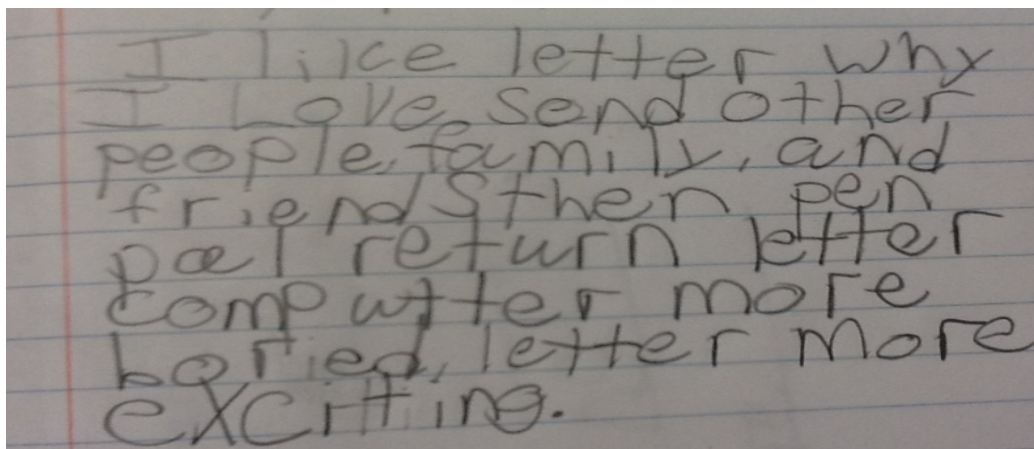
explained that this would be a personal Journal, so nobody else would see it but me and them.

I placed the picture of the boy opening a letter at a mailbox on the desk and gave the students a moment to look at the picture. I asked them what they saw in the picture. Most were able to identify the objects in the picture "boy", "letter", and "happy". From there I asked the students why they thought the boy looked happy with the letter. Some were stumped and I drew upon their personal experiences of receiving things in the mail, like cards, letters or pictures. April told me that she enjoyed "getting a card from her grandpa. She was happy, so the boy is happy, same". Other students had similar responses and wanted to discuss more about their personal excitement about having a pen pal rather than the picture, so that is why I had them focus on this in their writing responses. You can see in Britney's response in figure 8.5, even though there was no way of knowing who the letter was from, she suggested it was from a pen pal.

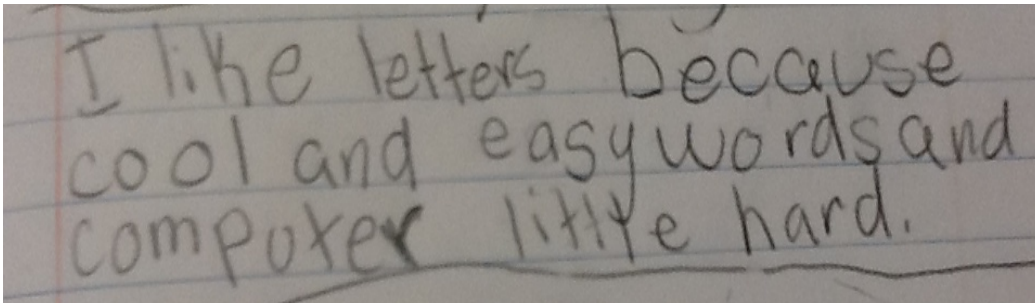


**Figure 8.5:** Britney's Analyzing of a Picture of a Boy with a Letter

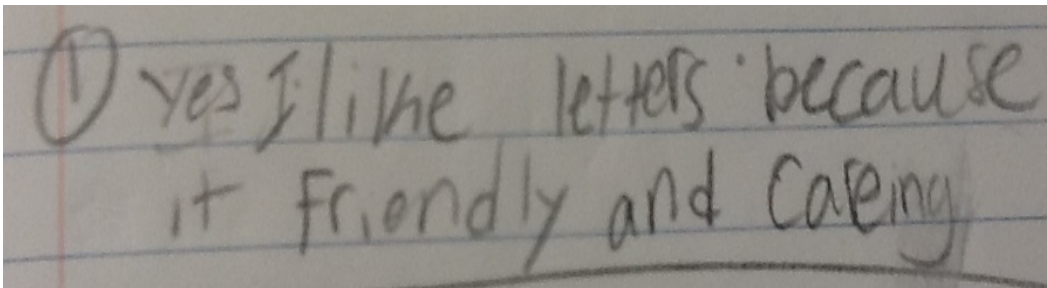
Having the "Thinking Questions" printed out and placed in front of the students offered to help guide the students in their thinking and made it tangible for them. Even though the conversation was in ASL, having the questions in English print in front of them helped them translate their ideas from ASL discussion to written responses. Instead of answering all of the questions, I had them start with the more general question of "why do people like letters" and then become more specific and personal by asking them "why do you like letters, or would like letters?". Some students responded that they would like letters in comparison to using a computer, which could be hard to type on. (The students had just begun to take a typing class once a week). In figures 8.6, 8.7 and 8.9 students discuss why they might enjoy writing letters. When the students write their journals, you will not see any corrections regarding English grammar. I made this decision because I wanted the students to be engaged, comfortable and excited about the writing process and I feel that if their journals were marked up with grammar corrections, this would not have the desired effect.



**Figure 8.6:** Student Response to Sending and Receiving Letters (1)



**Figure 8.7:** Student Response to Sending and Receiving Letters (2)



**Figure 8.8:** Student Response to Sending and Receiving Letters (3)

Unit 2 Lesson 2 was designed to be a review of the five parts of a friendly letter, and it became an interactive Power Point on my iPad. Instead of me presenting the material to the students, the students asked each other what part came next and were able to touch the iPad screen and create the animation. I began this part of the lesson, by asking the students if they could remember any of the five parts needed for a friendly letter. I reminded them that they had written letters before and to think about what parts were needed. I held up my five fingers and encouraged them to work together to complete all five. Some could remember all five by working

together, while others could only remember a few. I told them not to worry because we were going to review them all now.

I showed them the first slide that had all the parts in a mixed up order. We discussed what each one meant and I highlighted the ones they could remember and asked if they could explain what each one was. Trevor told me that the third one was "Body" but could not expand on what that meant. After the overview, I passed out the students a worksheet with a mock letter and they had to identify the parts of the letter, by looking at the example on the slide. The students took turns asking each other where the "Header, Greeting, Body, Closing and Signature" were on each page, and taking turns pressing the iPad for the next slide. I think using the iPad and partner work made the review more exciting for the students who would otherwise be filling out an individual worksheet.

In one partner grouping (Britney and Trevor), I noticed that Britney was making a few mistakes correctly labeling the parts of the letter. Instead of drawing her attention to it directly, I reminded the students to work in partners. After this prompt, Trevor and Britney looked at each other's papers, and Trevor explained to Britney "Heading first, why? Head first then greeting second with Hi, understand?" Britney fixed her mistake and they continued to work together after that. I was very happy that by simply promoting them, the students were able to offer peer support and correctly complete the activity.

In my notes, I wrote down how these two worked well together and the others in the class did not do so well with a partner. David raced ahead of his partner and

refused to offer help. He is my most competitive student and has many issue of bragging to the other students, so not many want to work with him. My hope is that as the program goes on and David realizes it is it is for fun and not an extrinsic reward, like a grade or praise, he will be able to work with partners.

#### **April 12, 2013: Unit 2- Lesson 4**

I decided to skip Lesson 3 (expressing a narrative in ASL and then in written English) since the students had much experience in their class with this. I also felt like it was time to get into the heart of the pen pal activities, so that the student's interests would not wane.

I had twenty minutes to teach this lesson, about generating ideas for letter discussion, when I was originally allocated forty for it. However, it ended up being an amazing lesson because I just went right to the center of the activity, which had the students energized and excited for the next week- actually writing their letters. I decided not to use any additional resources outside of the students themselves and their personal experiences and ideas.

I launched the lesson by placing the "Ideas to Write About" paper on the overhead and explained to the students that before writing our letters next week, we should come up with different ideas and things we could share about. I explained that the six gray sections on top of each square was for the "title" of that idea and the white square was where they would fill in their information. On the very bottom was a second for questions. In this section the students should write ideas or questions they have for their pen pal. I specifically asked the students "what information about your

life do you want to share with your pen pal?" Elizabeth raised her hand and said "Pets". From there, the students offered suggestions and I wrote them all on the board, and when the six squares were full, I continued to write their ideas on the whiteboard. Ten minutes into the lesson, I stopped the idea suggestion and told them to pick any six they wanted, but now they needed to fill in information about it. The students did not begin right away, and I noticed some hesitation.

Under the topic of Pets, I wrote that I had a dog growing up but she died about a year ago. I explained that this is what I would share with my pen pal under pets. Then at the bottom, for a question I wrote "Do you have any pets?". I explained that this would be a question for my pen pal. I then released the students to complete their own charts in the remaining time. After the modeling and the support, I noticed that by the end some students were writing more ideas than were required and filled up the backside of their paper as well. Figure 8.9 shows an example of one student's completed chart with the personal information covered. In this example you can see that the students were allowed to discuss a range of topics with their pen pal, including their wants, such as one day having a puppy.

Ideas to Write About	
<p>pets</p> <p>I not have pets, but I rellog want a dog, poppys.</p>	<p>family</p> <p>I love to my cousin</p> <p>[redacted]</p>
<p>friends</p> <p>[redacted]</p>	<p>favorite school / Subject</p> <p>math, homework, keyboarding.</p>
<p>sister</p> <p>I have 1 sister</p> <p>[redacted]</p>	<p>Birth day</p> <p>My Birth day is Feb [redacted]</p>

**Figure 8.9:** Ideas to Write About Organizer

The purpose was to give the students a starting point when they wrote their pen pals in the upcoming weeks. The boxes did not have to be completely full at this point, but instead serve as a jumping off point, which could be expanded upon within writer workshops. When it came to asking questions for their pen pals, some of their questions were reflections of their one lives and not just general "like" or "have" questions. Gail was very insistent on finding out if her pen pal had a deaf or hearing family, and Elizabeth wanted to know if her pen pal had any relatives who were deceased like her family.

I noticed that under "home" Trevor was specifically writing his home address. I got the students attention and explained that it was important not to share their personal addresses with their pen pal, but maybe under "Home" they could explain what their home looks like, or if they have their own bedrooms. Without specifically

calling him out, Trevor erased the address and added some home details. However, he tended to drift off in the process, and did not complete all six squares. I brought the students back together and explained that next week we are going to pick a few of our ideas and write our first letters to our pen pals. After collecting the papers, I released the students to line up for lunch.

### **April 15, 2013**

There is no original lesson plan for this activity that occurred. The night before I received the list of names from our corresponding pen pals. I told the class that we now had the list of our pen pals and placed their names on the overhead. I asked the students to count how many students there were and they told me "9". I then asked them how many students we had and they replied "6". I asked the students what they think we should do (even though I already knew what we were going to do, I wanted to see if they came up with any suggestions). April offered that I, and two other teachers should write to the additional students. While this was an interesting suggestion, I asked the students if they thought the letters would be more fun coming from students and they agreed. David asked if they could have more than one student and I said "yes" so then they agreed the some would have two pen pals. (This was the plan all along).

I paused before proceeding with the pen pal matching and highlighted that if they wanted to have two pen pals, that means they were going to have twice the amount of work. They were going to have to read two letters, and write two responses, as compared to their other classmates who might only have to read and



write one each. I told them that they could not stop half way through because it was too much work, or because they were tired of it. I wanted to make it clear to the students that they were volunteering for more reading and writing and work overall if they wanted to have a second pen pal. They all told me they understood and we went ahead with the assigning. I started at the top of the list and pulled our classes names from the Popsicle sticks. If I pulled a name twice, I asked the student if they wanted to have a second pen pal, and told them that they could say no and it would be fine. However all students who were pulled twice requested to have the second pen pal and the additional work. I told the students that in the upcoming days, we would be working in groups and writer workshops to write and edit our letters to our pen pals.

**April 16-18, 2013: Unit 2 Lesson 5 and Lesson 6**

The letter writing and revision was carried out as a Writer's Workshop through the week during Language Arts morning time. This was designed so that I could give students the individual guidance and support during their writing. They could bounce ideas off me or I could ask them probing questions for more information to add. Some of the students would need more English support than others, for example they had a tendency to express their thought in ASL first and then work on translating it into English, or have me write down their ASL into a gloss form, which they worked into putting it into English grammar. Other students did not need any English support. During this time, I could offer suggestions on how to say something, but again the goal was to not fill up their papers with grammatical marks.

In my first group I had Gail and David. I had students look at the graphic organizer, which had the labels for the various parts of the letter. For the body, there were three very specific sections, which would be used for specific ideas, and questions I did a review with them about what went in each section asking, "What can we say for the greeting?" and "How can we say goodbye in the closing?". Gail said that she wanted to close with "Your Friend". I then had the two students look at their "Ideas" paper and pick two topics they wanted to write about and the third section would be for questions for their pen pal. I emphasized to the students that they could only pick two topics, the other topics they would save for later letters. The students signaled that they understood and began writing their letters.

I was working with Gail on her letter, when I noticed that David was trying to write everything from his "pet" section into three lines on the letter. David has grade level reading and writing skills, so outside of getting him started, he does not require additional support. However grammatically correct, his writing was becoming small, unreadable and squished into various parts of the letter. I paused David and asked him what he was writing about and he told me, his pets. I told him that was a great idea, except he had many pets to write about, and they would not all fit into the section. David's face began to fall and he immanently began to complain and became agitated in his writing, stressing the importance of naming all of this pets. I explained that it was important to have good clear writing and what he had was not clear because of all the information he was trying to write. David continued to become agitated and expressive in his signing, telling me "he must".

I gave David two choices per his behavior plan. He could either erase some of the information he had written and summarize his pet information into the space provided, or if he wanted to write all the information, he could get a blank lined piece of paper which did not have any space requirements on it. David became upset, signed "NO" directly in my face, began to cry, push his materials across the table and placed his head on the table. I tapped David on the shoulder and explained to him that I understood he feels he must have all this information, so once again I gave him the opportunity to write the information again on a different piece of paper. He then signed to me "No, I don't want to, it's not fair." Since he would not talk calmly with me or make eye contact, I packed up his materials and told him that he was done working on his pen pal for the day, because I had explained the importance of the sections, which he understood, he just wanted to ignore what was required. At this point he saw what I was doing, and threw a pencil across the room.

At this point, my master teacher stepped in and called in the behavior specialist, since he was not responding to the choices, looking at any adult in the room and was throwing things around the classroom, thus disrupting the other students' learning. Upon reflection, I do think that my expectations were clear before starting the lesson and the choices he had were reasonable. I did want to give David the opportunity to write his letters. However, I decided that later on in the week would give him some time to think about the best way to handle a situation like that and reflect on what he lost out on that day because of his actions. When we met again at the end of the week, all of the other students had already finished their letters. When

we met I asked him if he remember what happened before and he said yes. I asked him to explain to me what happened, and why he did not get to write his letters the first day. He told me that he was "upset and didn't want to listen". I asked him if he was ready to listen now and write his letters. He said yes and completed his letters without a problem.

Since all of this occurred during the time I was also supposed to be working with Gail, who needs additional English support she did not finish her letter on that day. I told her that we would work on it the next day and before we had even entered the classroom Gail informed me that " Pen Pal need finish". I took this as a good sign that she was excited to write, which normally is not something she is motivated nor excited for. While she struggles with getting her ideas into writing, I did not want to provide her with a direct translation of what she was telling me and instead, encouraged her to try herself to make her ideas as clear as possible. Her letter is seen in figure 8.10 on the following pages.

I did not want to analyze the students to much in grammar or subject matter. For example, in Elizabeth's letter she clearly references that her mother has passed away. I did not feel the need to edit this out of her letter, because it is her decision to share this information. In fact, she asked me if she could before writing it and I said "of course, these letters and what you share are between you and your pen pal. You just can't give out personal information like email or home addresses." She actually had two pen pals and only shared this information with one of them, which I found interesting. The letter where she discussed her mother is seen in figure 8.11.

Overall, the students completed and edited their letters within a span of a few days. Trevor was actually the only student who had to re-write his letter because he struggled with the flow of his letter and asked if he could have another paper. Outside of him and David, the original paper the students were given were the ones sent to their pen pal. I think this was because they already had their ideas written down, and the paper was organized in a visual way to help them and we could conference before and during their writing.

Heading

April 18, 2013

Greeting

Hello [redacted]

Body

I have dogs three  
 one died again find one  
 dog keep name blackie one died  
 name is ally girl. Butter girl and paper boy

My Birthday when may, 11  
 I have party when Saturday  
 and Sunday went beach then  
 home play games and make cookies

do you have dogs? When your  
 Birthday you can come my  
 Birthday if your parent can  
 you go?

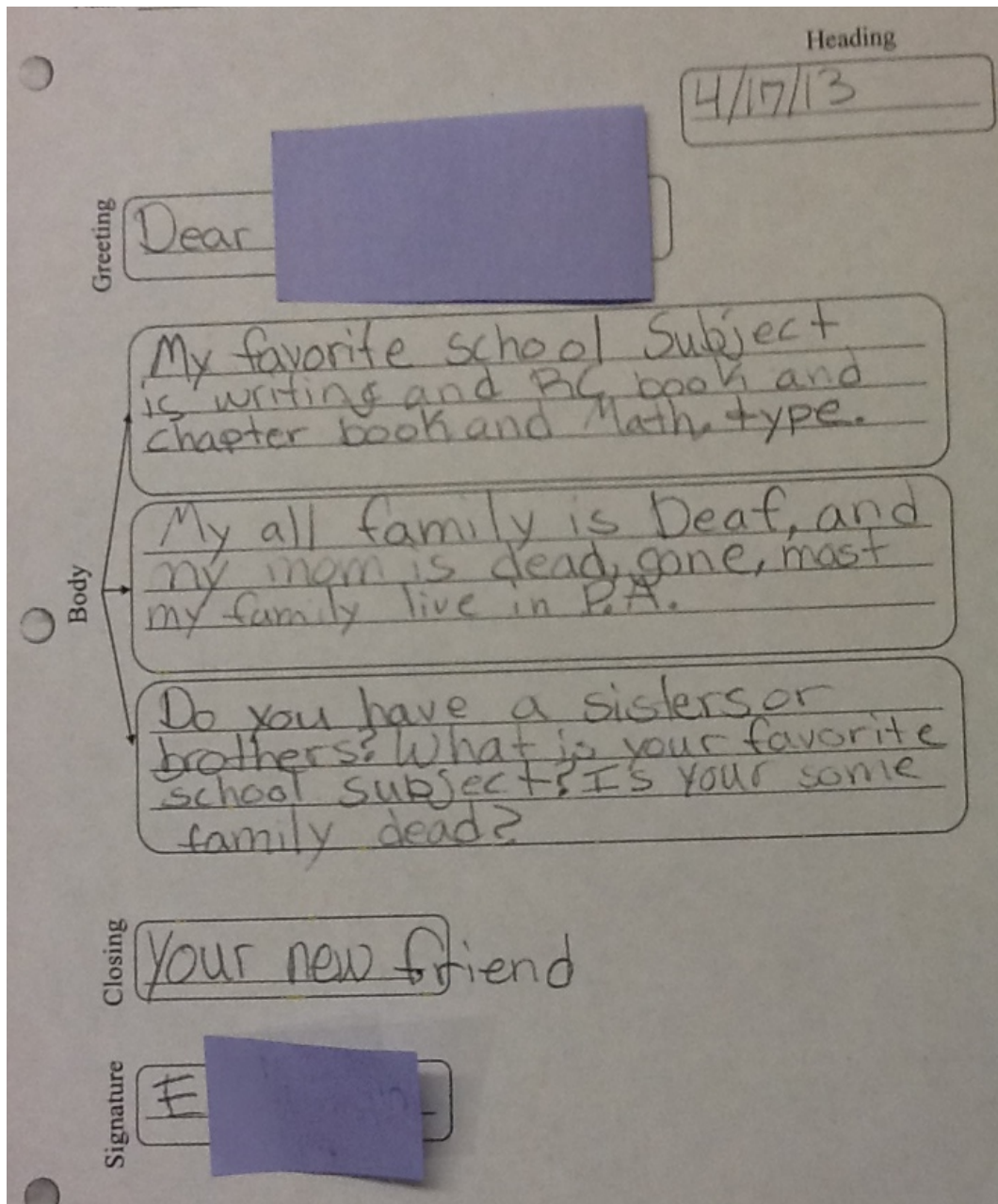
Closing

Your friend, [redacted]

Signature

G [redacted] "L

**Figure 8.10:** Gail's First Letter



**Figure 8.11:** Elizabeth's First Letter

**April 19, 2013**

I mailed the letters off to the pen pals and we began to keep track of how many days would pass until we received a reply. We were supposed to do our student

evaluations and reflections today, but we had no time because a school activity took longer than expected, so our reflection will have to wait until next week.

**April 23, 2013: Unit 2 Lesson 7**

The ideal situation would have been to write the reflection the day after the video but this did not occur, and we had to wait until the following week. I had to modify the student evaluation-grading sheet since I did not explicitly teach the concepts of voice and ideas and writing. I also wanted the students to have a chance to reflect on their own work and self-evaluate the process, rather than having someone else evaluate their work. Again, positive social interactions are a big factor in this class, and as of now, I am not sure if their evaluation of each other's work would be completely positive.

I began the lesson by telling the students that since we had finished our first letters, which was the first part of our pen pal program, it was now time to reflect on what we have done so far. This reflection is important because we are going to use them later on in our presentations. Instead of placing the thinking questions on the overhead, I held a general class discussion instead. I emphasized that today was a day to be honest and they could share their feelings. If they didn't like the pen pal program so far, that was fine! They just had to tell me why, or if they did like it, why? I asked the students what they thought about writing the letters- if they thought it was easy or hard to do. April said that sometimes the letters were hard because of having to write in English grammar, but later on in their written reflection she did not state this. I made a note of this in my field notes to consider why later. I think this shows that she

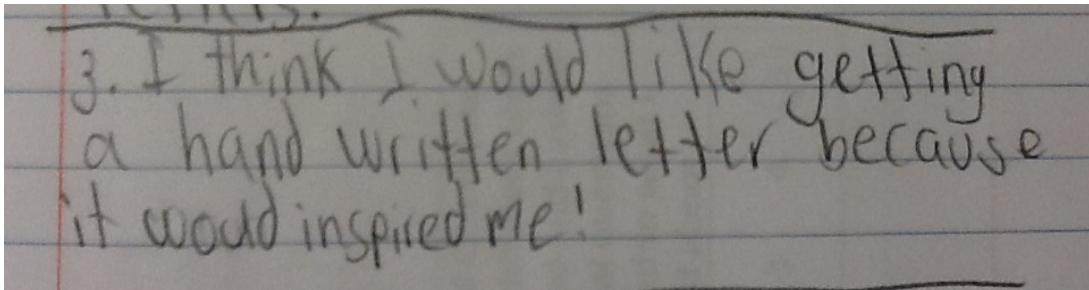


is still working a little for the extrinsic reward and do not want to "say the wrong thing". My goal is to have all make the connection between free writing and the discussion we have prior.

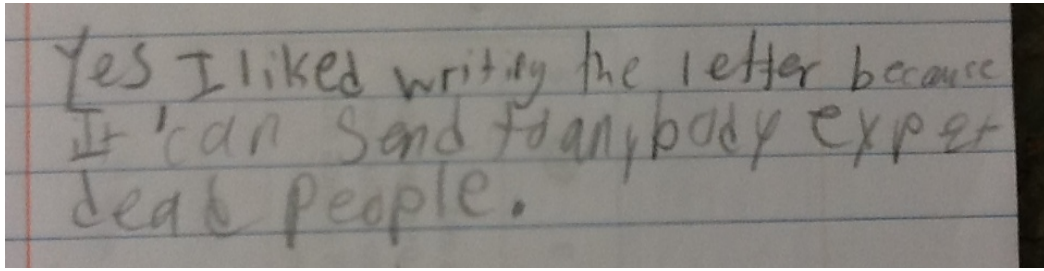
After a discussion about their feelings, I placed the Sentence Frames on the overhead and out of the five I numbered the top three I wanted them to answer.

1. Yes/No I liked writing the letter because...
2. I like/don't like the pen pal program because...
3. I think I would like/not like getting a handwritten letter because...

I modeled each of the sentences, sometimes using the positive and sometimes using the negative. For example, for number one I said, "No I don't like writing letter why, because hard to write nice and hard to fill paper". I explained that I wanted an honest response and they could answer any way they liked as long as they explained why at the end. In figure 8.12, one student discusses how the receiving a letter would impact them and in figure 8.13 one student explains why they felt sending letters were cool.



**Figure 8.12:** Do you think you would like getting letters? (1)



**Figure 8.13:** Do you think you would like getting handwritten letters? (2)

After the reflection, I had the students fold their journals and passed out the evaluation sheets. I placed a sample on the overhead and explained that for their letters, I want them to think about three parts: did the letter have all five parts of a friendly letter, did they write about two different ideas and ask questions and did they use nice writing and English grammar. The students do not typically do self-evaluations, so I knew I would need to model how to do this. I did a think out loud and worked through each part of the scoring guide, asking myself the questions aloud and varying my responses.

When it was the students' turn to evaluate themselves, again I saw hesitation when it came to scoring themselves on a 1-5. They naturally wanted to give themselves the higher score without really thinking about it. I saw that David had finished and he had given himself a (4) on one of the sections. I asked him if I could show the class and he said yes. I put his score sheet up on the board and asked him why he gave himself a 4 and not a 5 (the highest) for that part. He told me that it was because his writing as a little bit messy in parts. I complimented him on his honesty

and told the rest of the students- that being honest was the entire point of this scoring guide. His example of the scoring guide is seen in figure 8.14, seen below.

Friendly Letter Scoring Guide														
5 parts of the friendly letter (heading, greeting, body, closing and signature)					Ideas and Questions I have two different ideas that I shared and I asked my pen pal questions connected to what I talked about					Voice My writing is nice and the English grammar matches what I wanted to say				
1	2	3	4	5	1	2	3	4	5	1	2	3	4	5

**Figure 8.14:** David's Scoring Guide

All of the students gave themselves fives for having all the parts of the letter, which was true. The biggest difference came within the other two sections and depending on their personal opinion of if they did or not. The lowest score a student gave himself or herself was a three. All of the students' recordings can be seen in the table 8.1 on the following page.

**Table 8.1:** Student Self Evaluation of Written Letters

	5 Parts	Ideas/Questions	Voice
April	5	4	5
Britney	5	5	3
Gail	5	5	4
Trevor	5	4	4
Elizabeth	5	3	4
David	5	5	4

At the end of the evaluation, I told the students that we had received our pen pals' video and were going to watch it now. The students were very excited and paid attention as I brought up the video to view. There were major difficulties getting this video to play in the classroom because of internet blocking programs/sites but I was able to get it working on this day. We were watching the video and were halfway through when I noticed the students begin to giggle and laugh at the girl on the screen. The girl was heavier and wearing glasses and I saw April signing "loser" across the classroom to Elizabeth and some other students laughed.

I immediately stopped the video and addressed the mean behavior. I made my comments general to the class, but made a mental note to talk to April individually

later on. I asked the students if something was funny in the video and they replied "No". I believe because the ones who know they were in trouble were trying not to get caught and the other's were sincerely watching the video. So then told them that I noticed some students who were not being respectful towards our pen pals. I asked them if it is kind or nice to make fun of someone because they look a little different, and they all replied "No". I informed the students that we would be making a video to send to our pen pal, and they might laugh at what we look like. I asked the students how that would make them feel, to be laughed at and nobody offered a suggestion until I asked again if they would like that. Trevor raised his hand and said that he wouldn't like it because "sometimes people look different and fine. I tall I different, not like teasing me". I explained to the class that because I had noticed some disrespectful behavior towards our pen pals were not going to watch the rest of the video that day, and I didn't know if we would have time or the technology would work later on. Some of the students were generally upset by this, but I felt it was important that they recognize mean behaviors have consequences- especially when the point of this program is to improve their relationships.

#### **April 24: Unit 1 Lesson 4(b)**

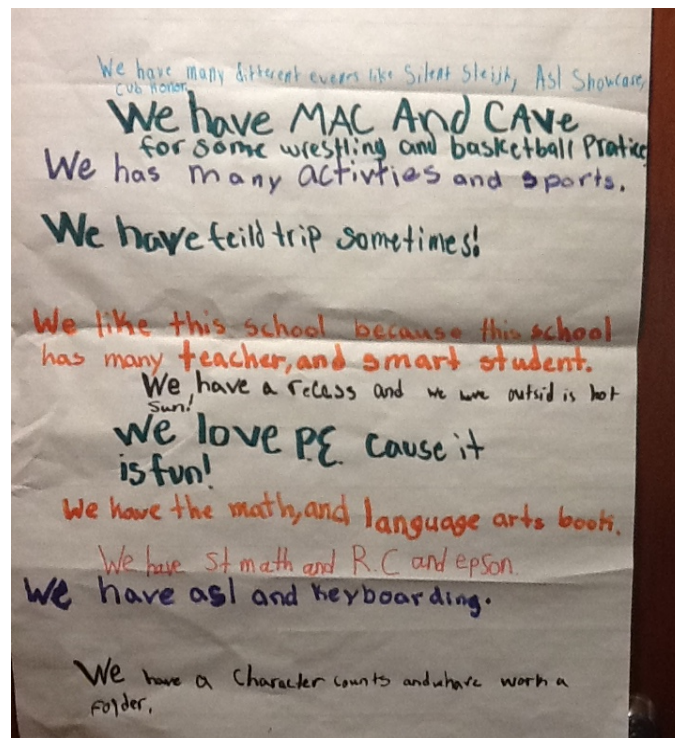
After watching some of our Pen Pals' video the day prior, we began drafting our own video to send to the students. The students knew that we were going to be making a reply video for our pen pals to describe our school. Since the students had seen their pen pals in the video, they were very excited to send one of their own off. I told the students that today we were going to brainstorm ideas for our school video,

practice and then make our video to send. I highlighted to the students that the point of the video was not to share their personal information, this was what the letters are for. Instead, today we were going to make a video describing our school.

I placed a piece of butcher paper on the whiteboard and a box of markers on a table in the middle of the table circle. I took out a blue marker and wrote on the top of the paper, "Hi, we are from.....for the deaf in ....., ....." I then explained that whoever would be our first signer, they would say this introductory line. I signed each word exactly as written and when I was finished I asked the students what they thought of the signed English. David raised his hand and said it was bad, because it did not make sense. I challenged the class and asked, "But it makes sense in English right, so why not sign it that way?" The students repeatedly signed that it "wasn't clear" and "not understand". After some thinking time, Elizabeth offered "because English works fine, but that not signing, not ASL". I said, "Exactly, we are going to be working with two languages here, English and ASL". I asked the students who they would sign the introductory sentence and David translated the English into ASL and signed the following: HI, THIS SCHOOL ITSELF .....FOR THE DEAF. I explained that when we wrote our ideas on the board, we are going to use English, but when we practice and film, we are going to use ASL. I asked if the students had any questions and nobody did, so we proceeded.

I showed the students two sentence frames on the overhead and asked the students to think about how they would answer each frame- the first asking to list different things that the school has and the second was more personal because it asked

the students what their favorite thing about the school was. I rotated through the students by using their name popsicles sticks to have them come up to the butcher paper and write their description of the school. I told the students that they could not use the same idea, so they all had to think of something different and they had to come up with at least two ideas (we rotated through the students, so that the students did not put down both ideas at one time). I also had the students pick one color to write both their ideas on the paper, so there would be confusion about who said what. I also used the popsicle sticks to pick the order the filming, so it was chosen at random who when first and last. The scrip to the video is seen in figure 8.15. In it, you can see the different colors the students used, their writing and what they ultimately came up with as a class to share.



**Figure 8.15:** Class Creation of Student Video

Once all the students had made their suggestions, I told the students they would have to memorize their lines for the filming. I went through a series of modeling for the students about some incorrect ways to sign the information, for example, looking at the English sentences and not looking at the iPad camera. I explicitly told the students that part of their homework would be to memorize their lines, since they could not look at the butcher paper while filming. I also signed extremely fast and then extremely slow for the students, as well as very low and very un-clear signing. I asked the students if any of these were correct and they all said "No" while laughing. I asked the class how their signing should be and Trevor said "Slow and Clear".

At this point, I realized the students needed to line up for lunch. During the break I typed up a note to the parents explained that tomorrow we would be filming for our pen pal's so please practice the following sentences with their children. The students know that the sentence should be done in ASL and not signed English. Under the note, I typed the individual lines for the students to practice and placed in their homework folder.

#### **April 25, 2013 Unit 1 Lesson 4(c)**

Towards almost the end of language arts, I reminded the students that we had to film their video today for their pen pals. I asked the class who practiced at home and all the student's raised their hands, but I asked if any of them would like a minute to practice, since I had to set up the iPad to film. Most said yes, so I gave them time to practice and set up the iPad. After a minute, I went back to the board where I had



written the students' name in order for the filming. I reviewed the order and reminded the students that their signing was to be ..."slow and clear" for the audience.

David was the first student up, and I had Gail hold the iPad and direct him when ready to start filming. He went very quickly and was unclear in his signing. While I did not make a comment, only asked if he was happy with that, Britney interrupted and told David that he was "too fast and too sloppy". I asked Britney why she felt upset, and she responded that "the pen pals' won't understand". I asked David if he would like to try again and after looking at his classmates who were nodding encouragement, he said yes. Gail filmed him again and the second time was much slower. The student's each took a turn filming one another on the iPad and when all of the student's had finished filming, I told them that I was going to put all the different clips together into one and we could watch the final version tomorrow before sending it off.

### **April 30, 2013: Unit 3-Lesson B**

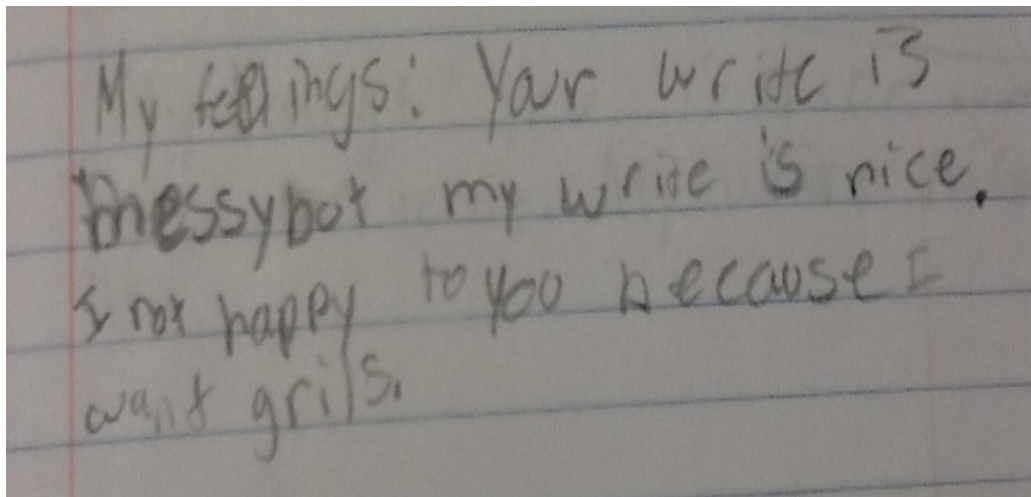
I went to my mailbox and saw number of individual letters for my students from their pen pals. I put aside my original lesson plan for language arts that morning so that we could work on reading our letters after students finished their state testing. In the morning message, I told the students that I had a special surprise from them from a different state and asked if anyone could guess what it was. Britney led the chant for "Pen Pals" with smiles all across the room. I told them that after our testing we would read our letters.

When testing finished I reminded students that what was inside their letters was personal from their pen pal and it was critical not to share information about their pen pals with anyone else- because we wanted it to be a private friendship. I passed out the letters to the students and gave them time to open and read them. While the students were reading their letters, Britney called me over because she could not understand what her pen pal had written and wanted to know why he thought she was in second grade. I told her that their class was a combination class, so he might have thought she was the same grade as him. Together we worked through her pen pals letters with me signing to her as much as I could through the writing.

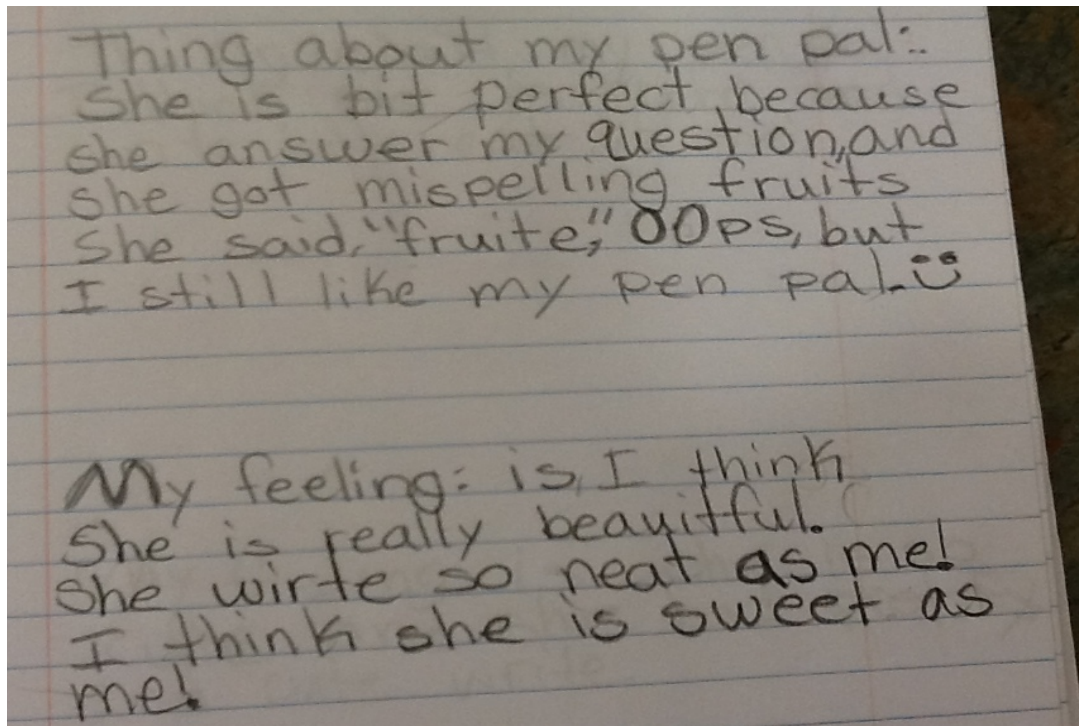
Once the students had time to read their letters on the white board I wrote, "What I learned about my pen pal" and "My feelings". I explained that under the first section, they needed to write some information they learned about their pen pal, if they were a boy or girl, maybe their age and something else they shared. Under the second section I told the students this is why they should write about how they feel right now with the letter- are they excited or disappointed? This was not in the original lesson plan, but upon some private conversations with the students I could tell some were disappointed and I wanted to give the opportunity to express this. Again I told them under the feeling section they could be honest and say how they really feel. The students began to write in their journals and I would go around asking the students, what they learned and helping them to find the information in their letters. I would also ask them "how do you feel?" and this visual prompting helped them to respond to me in ASL which I then encouraged them to write down that in their journals. One

example of such an entry is seen in figure 8.16. This is April's reaction to discovering that her pen pal was a boy, however she understood that she could not change it.

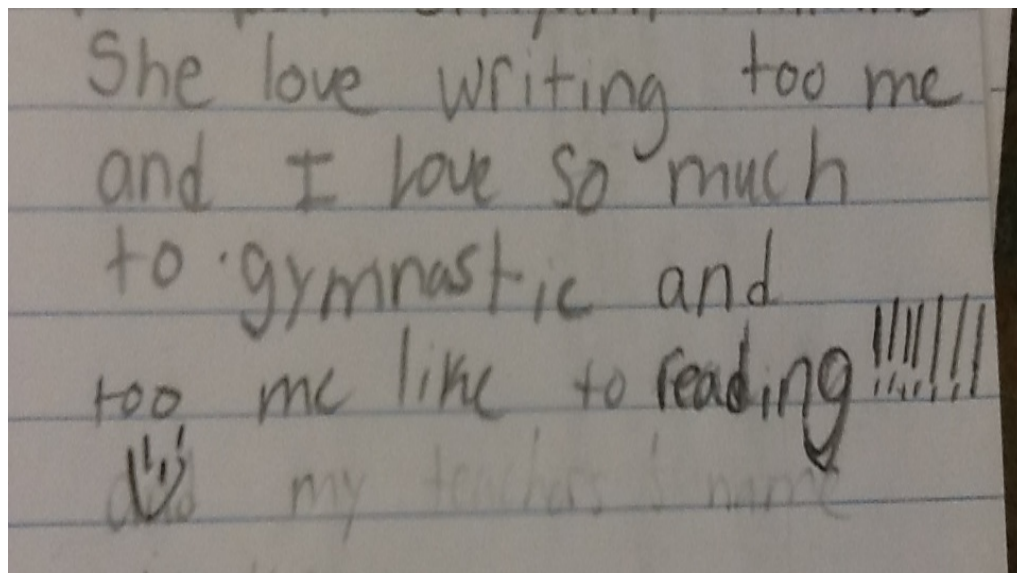
Writing in her journal, gave her an honest place to express her disappointment. In figure 8.17 Elizabeth is open about her feelings towards her pen pal. She discusses how on one hand her pen pal is perfect, but still makes mistakes. The last response is Gail's and you can see in figure 8.18 with all the exclamation marks she uses that she is very excited about the discovered similarities between herself and her pen pal.



**Figure 8.16:** April's Reaction to Her Pen Pal



**Figure 8.17:** Elizabeth's Reaction to Her Pen Pal



**Figure 8.18:** Gail's Response to Her Pen Pal

At this point, the timeline for the project has been disrupted a little bit. Our pen pals were supposed to wait for us before sending us a letter however, this did not happen. We wrote our letters to our pen pals and our pen pals were supposed to write back to us the following week, so roughly a week time between correspondence to give each class to receive and reply. The pen pals were also supposed to make the video only first. Unfortunately, my cooperating teacher went ahead and made both the letters and the video within the same week, so this means that instead of having an original letter and reply, we each sent an original letter to one another.

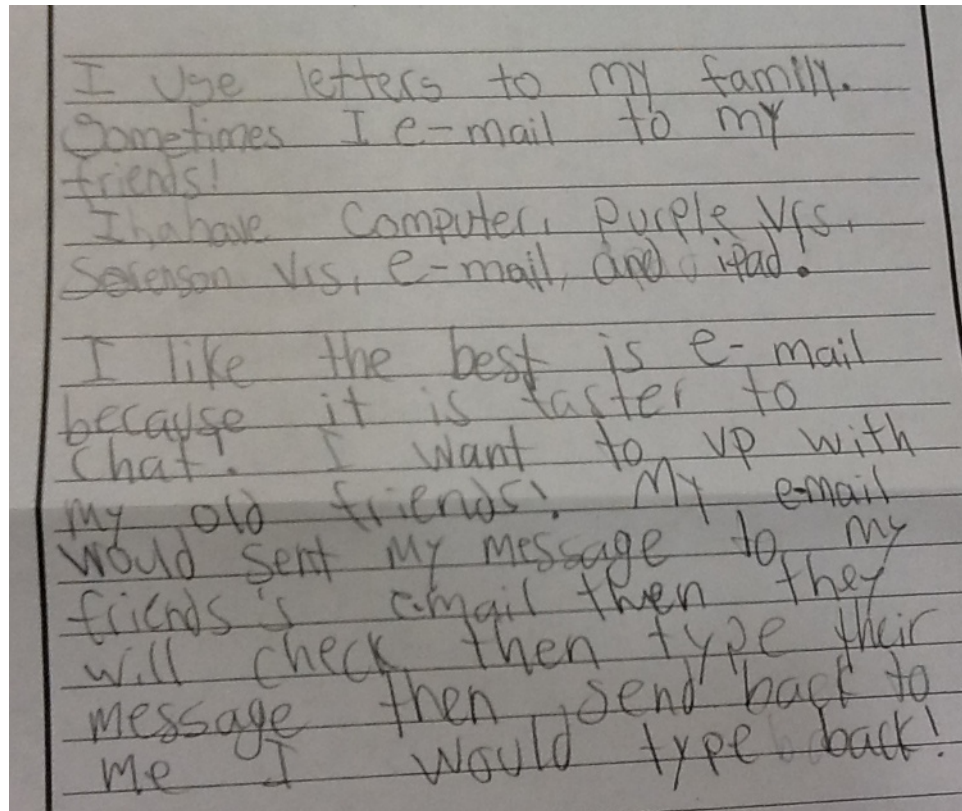
This was problematic because while the students were writing letters to one another, they were not as of yet having a conversation. I sent an email to the pen pal cooperating teaching asking if the received our letters and video over the past few weeks. I told them that today (Tuesday 30th) we received their letters. But since they now had a letter from us, they should go ahead and reply to that letter, so her students could answer my students questions and begin the conversation. Once we received these letters, we would respond by email.

### **May 7: Unit 3- Lesson 1**

We have been waiting to receive our letters back from our pen pals and all last week the students asked me every day for "Pen Pal" and "letters?????" I took this as a good sign that they wanted to make these connections with their peers which was motivating to their reading and writing. I explained to them that we did not have any reply yet. Since a whole week passed with no letter response or confirmation from the pen pal teacher that she had received the letters or her students were working on

replies, I decided to go ahead with the next part. I did not want the students to become bored or discouraged. I decided to start the electronic and technology sections, so that, when the students did receive a letter back they would be ready to reply with an email.

I asked the students to tell me some of the technology they have in their homes or at school. The students suggested answers such as "iPads, computers and vp (video phones). I then asked the students to think about how they use technology to talk to their friends and family. Most of the students said videophones: however, April said that here "grandpa doesn't have a vp, so she has to write letters with mom". After the general discussion, I placed a paper on the overhead and explained that now I wanted them to spend three minutes writing down the technology they use. I wrote on the board "I use letters, FaceTime and email to talk with my family. Sometimes I use my phone to text message my friends. My favorite is \_\_\_\_\_ because...". I explained that after listing some of the technologies I wanted them to pick their favorite and explain why. I told the students that they would have three minutes for this writing and had them start. I continued to asking prompting questions to the students during their writing on an individual basis when they seemed stuck. In figure 8.19 Britney describes the various technologies she uses at her home and her preference for communicating. Britney was one of the students who had multiple communication technologies at her home.



**Figure 8.19:** Britney Reflection to Technology Used

I then walked the students through a technology timeline pointing out specific examples like the Pony Express and the telephone. The students had already read this information so I wanted to get right into the activity, at least this was the goal before I pointed to the first computer.

The students could not grasp the fact that early computers used to fill a room, so I switched the Smart Board from the projector to the overhead and used Google images to bring up pictures of the first computers. I could see the visual disbelief on the faces of the students as we looked at the pictures and showed them an original screen. I told Elizabeth to go to one corner of the classroom and I stood at the other

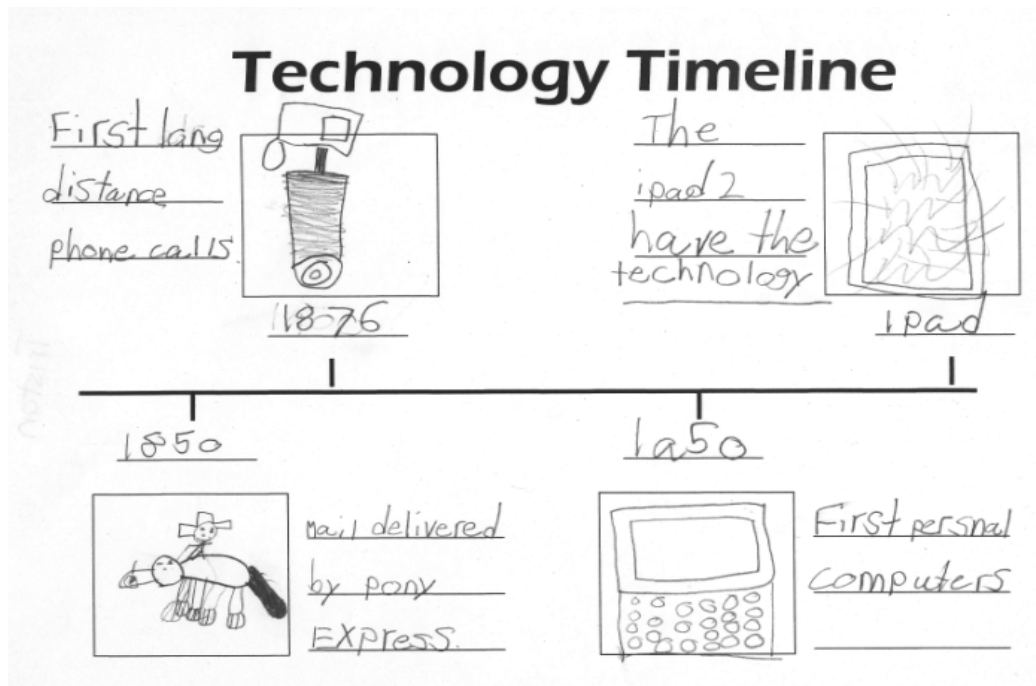
and told the students that the first computers were as big as from Elizabeth to me. I then moved to the classroom computer and showed them how everything become smaller and could fit in a monitor on the floor. I then held up my iPad and again showed them how technology has made things smaller than they were years before. This picture and experience walk through the computers highlighted to the students how communication technology constantly is changing and improving.

I went back to the timeline activity and explained that the students were going to pick out three events from the timeline and put them on their individual timeline papers, but the last one would have to be an invention or change after the year 2000. We made a list of things, most of them being "Apple and iPhone" related, so that they could draw upon this list when they got to that part. Because of the computer conversation, the students were able to start on their timelines but not finish them.

**May 8, 2013: Unit 3 Lesson 1 continued...**

The students worked on their Time Lines individually after they finished their state testing. I had placed their materials into their individual seat folders which they work on independently until all have finished their testing. Gail and Trevor actually asked if they could work on their Time Lines first, even though they had other work in their folders. I told them that this was fine, and they worked diligently to finish theirs. By the end of the individual work period, all of the students had finished their Technology Timelines. In figure 8.20, David chose to incorporate computers, which we had discussed as a class.



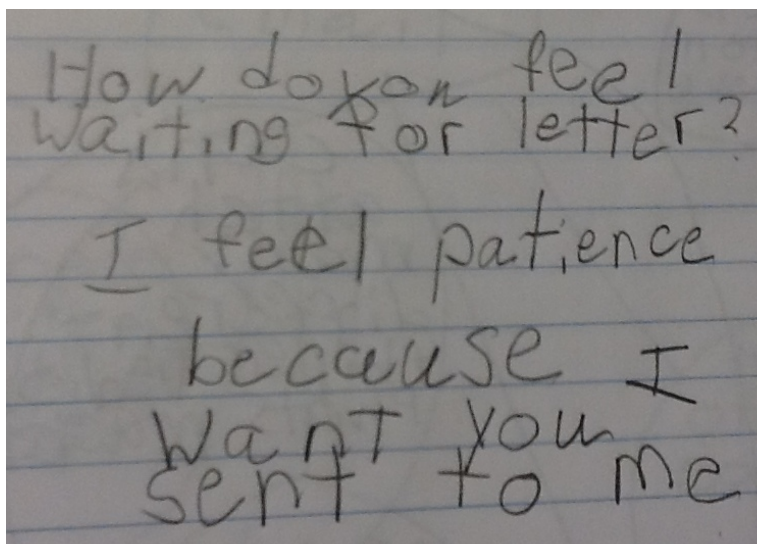


**Figure 8.20:** David's Technology Timeline

After the students returned from their PE/ASL we had some time to work on our pen pal program. But we did not have enough time to launch a new lesson, and I was not yet sure if I wanted to push through or continue to wait for our response. I also had been considered finding another class to write letters to mine, since the pen pal teacher did not return any of my correspondence. I decided the best idea was to gauge how the students were feeling about the whole program so far.

I wrote on the board "I feel..." and asked the students to think about how they felt so far with the program. The students did not give me much of a response, so I narrowed the question by adding "I feel...waiting for letters because...". After changing the sentence frame, Britney said she felt bored, and this was echoed by the

majority of other students both in discussion and in their journal reflections. When I read Elizabeth's entry later on in the day, I began to laugh because she used the word "discouraged" and then explained "because I feel boring no nobody can talk funny to me". One of the weeks vocabulary words is "discouraged", and I thought this was a very appropriate use of the word and a great example of her understanding of the definition and how to apply it. Trevor's journal entry revealed a different opinion of the waiting though.



**Figure 8.21:** Trevor's Feelings While Waiting For Letters

Instead of commenting on feeling bored, as seen in figure 8.21, Trevor told me that he was just being patient. When I asked him about it later, he told me that it took him a while to write his letter, so he knows his pen pal needs time too. After hearing Trevor's thinking and belief in his pen pal, a boy he has never met but had begun forming a relationship with, I did feel it was important to stick with the established pen pals and not switch on the students just for the sake of proving this thesis. If the

students never were able to write emails or video conference, the important part was that they were establishing relationships with peers and focusing on their dual language ability. However, I did decide to continue teaching the technology and exposing the students to this technology rather than completely waiting for a pen pal reply.

### **May 9, 2013: Unit 3- Lesson 2**

In today's short lesson, I wrote the words "email" within my journal on the overhead. In prior lessons we had already discussed how they use technology to keep in contact with other people, so I thought this would be repetitive to work through again. That is why we focused directly on the email. I explained that since we have now written a letter our next form of communication will be through email, so we should be ready by the time we receive our letters.

After writing "email" in the center of the page, I explained that the students were going to have a partner share and then contribute. This would be the first time in a larger group setting that I have directly paired up the students to have a discussion. They have had partner discussions before, but this was during rotation time, and not in the middle of the whole group activity.. I modeled this with my classroom teacher, buy turning to her and asking her what she thought email was. When she was finished I told her what I thought and we agreed on what we would share with the entire class. I had the students partner with whoever was sitting next to them. I watched as partners shared their ideas with one another and after some time called them back together.

For the first partner share, I called upon Gail and Trevor and wrote their answers on the board "typing on the computer" and "typing is fast, not waiting forever". The students would copy the information down into their notebooks. I used a blue pen for their answers, this way I could make sure that all the partners contributed and we did not repeat answers. I then picked up a green pen and called on April and Britney. Britney shared their thoughts, which was "can email friends not see everyday". At this point David became extremely agitated, saying that they "stole my idea". Because the partners were using ASL to communicate, they could watch each other's conversations. However, this particular idea was one that we had discussed and written about in prior lessons, and I myself have even told the students that specific example. I explained to the students that in a discussion like this, there will be similar ideas that we all have, but that does not mean any one stole the idea. Sometimes our ideas will be similar and that is just fine since we are working on this as a class and not an individual assignment or competition.

With ten minutes before lunch, I opened up the book Letters from a Desperate Dog to one of the email pages. We read the page and I pointed out how the dog was writing an email late at night. I asked them when they could send emails to someone and April told me "night, anytime". I told her that was right, but when we sent letters, the mail carrier picks them up at very specific times and if we miss it then we must wait until the next day.

I pointed out to the students that on an email, the header now includes *to*, *from* and *subject*. This meant the email of who was sending the email, who it was going to

and what it was about. Gail pointed out that there was no date, and I told her that an email automatically puts a date, so you do not have to. Elizabeth pointed out that the greeting was the same and so was the closing and signature. At this point, it was time to line up for lunch. I placed the book and some other letter and pen pal reading books in the library section if they chose to look at them during silent reading time in the afternoons.

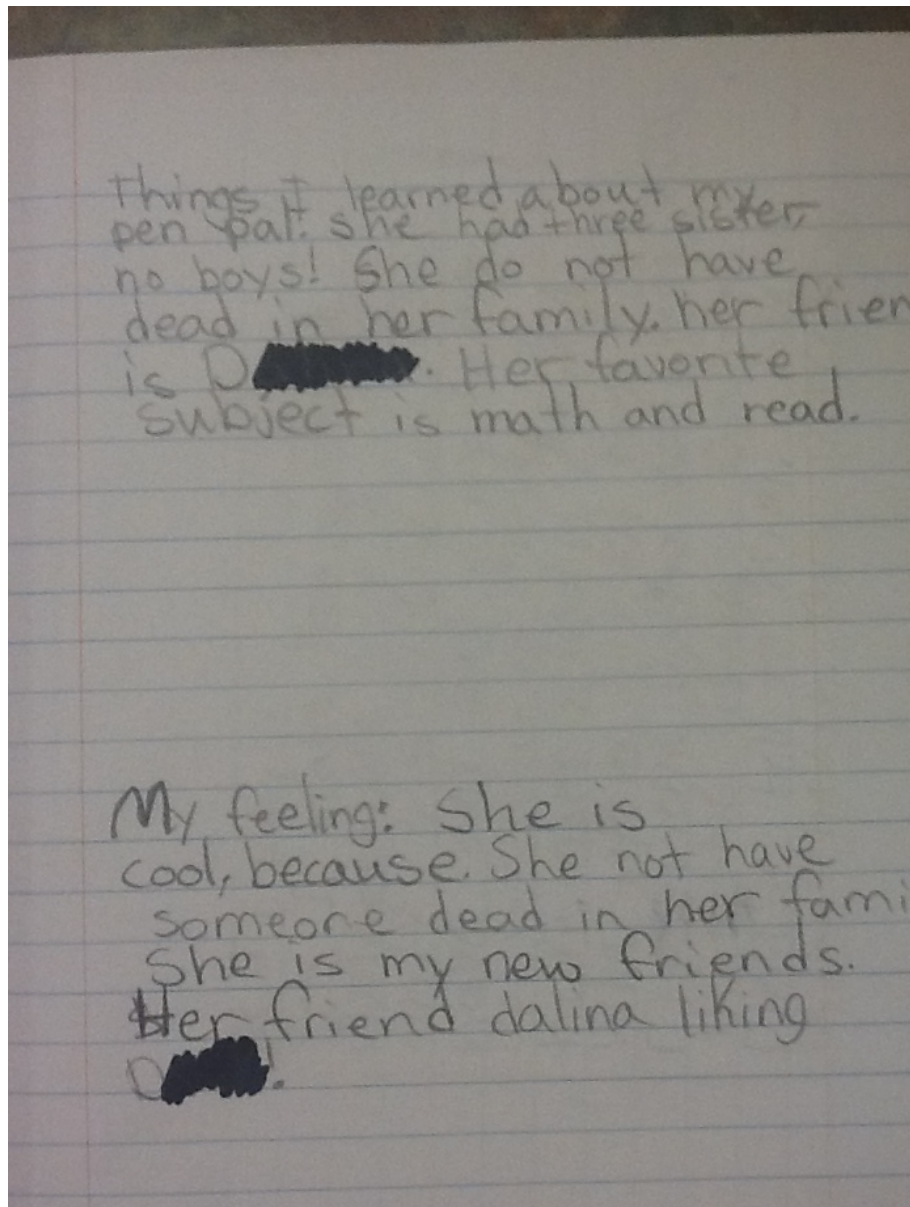
I decided not to have the students complete the letter and email comparison chart, since much of the comparisons came out during the email discussion and we have touched upon in various ASL discussions up to this point. Since I could assess their understanding of the different between based on these discussions, I did not need to have them complete the chart.

### **May 15, 2013: Unit 3- Lesson A**

I received our pen pal letters this morning in my mailbox. Thou I had to revamp the morning language arts lessons so that it could accommodate having writers workshops. I modified some activities into centers, which had the students questioning me since they knew we were supposed to do the "If You Give a Mouse a Cookie" economics lesson as a whole class, but after I held up the envelop the students became very excited. I modeled the economics lesson, set it up as a center, guided reading as another and then finally the pen pal center with me, where they could read and respond to their pen pals' letters. I wanted to get their responses made as soon as possible, so we could email them out by that week.

David asked me if he could be in the first group for pen pals and asked, "Can I read my letter, please? I better now first time". I was taking this to mean that he would behave in the right way during the letter writing time and that he wanted to read. I placed him and Gail in the first rotation and after they finished reading the letters offered support where they had questions. Again, I had them write in their journals about what they learned from this letter about their pen pal and how they feel. I had all the students rotate through this reading and reflection before writing their responses.

When reading the letters, I had to have an additional personal conference with Elizabeth. Elizabeth's pen pal wrote to Elizabeth stressing that her friend "liked" David. David and this other girl were actually pen pals. Even through letter writing crushes can develop. I let Elizabeth read the letter and asked her what she thought of it. She said it was "strange". I asked if she thought this was a good thing to discuss with her pen pal and she said no. I asked her if she thought it would be a good idea to share this information with David or anyone else in the class. I was going to explain how it could cause some problems socially in our class, but she suggested that it would be bad because "David might become mean to his pen pal". Her entire journal response is shown in figure 8.22. I thought this was such an interesting and thoughtful response, because she was worried about the feelings of someone she had never even met.



**Figure 8.22:** Elizabeth's Reaction to Her Second Pen Pal Letter

**May 16, 2013: Unit 3- Lesson A continued**

I split up the students to work in three rotations (riddles, economics and pen pal) so that they could write their letters. I told the whole group that today was a day

to focus hard on their work, because it was the only day to write out letters. I stressed to the students how important it was for them to work on their centers and not become silly. I explained that if I have to stop working at the pen pal table to come talk with them, which means less time for that group to finish, which with mean that not all the groups will have enough time.

April and Trevor were the first pen pal rotation. I gave the students the option of using the graphic organizer from the first letter or a blank sheet of paper. All of the students picked the blank sheet of paper, but I asked April and Trevor why they wanted it, since they were the first group. Trevor told me "more writing, more lines". Most of the students filled up the entire page and then some. I took this as a good sign that they wanted the opportunity to write more.

Later on in the day, we had some extra time, so I had the student re-read their letters. I wanted them to use the Friendly Letter Scoring Guide while the writing was fresh in their minds and we still had the letters to reference. I added an "Improved" section on the bottom. After the students read their letters, I told them to fill out of the score guides based on what they thought of their letter for all five parts (since they no longer had the graphic organizer), for ideas and questions and voice. One this was done, I showed them their original score sheets from their first letters and asked them to find where they thought they improved or what was different now. I actually had two students (Gail and David) self- score their second letters minus the writing section, because of messiness. Gail's self evaluation is shown in figure 8.22. After the evaluations, Gail actually came to me and after explaining that her "writing



sloppy" she asked, actually asked, to redo the assignment before I sent off the letters. I told her that I was not sure if we would find time before tomorrow and she asked if *she could stay in during recess and do it!* I was shocked, but said sure, if she wanted to do that it was fine. The second draft of her letter was much clearer to understand and neater.

Friendly Letter Scoring Guide														
5 parts of the friendly letter (heading, greeting, body, closing and signature)					Ideas and Questions I answered my pen pal's questions and asked some of my own. I expressed all my ideas clearly.					Voice My writing is nice and the English grammar matches what I wanted to say				
1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Improved <i>My writing is not nice.</i>														

**Figure 8.23:** Gail's Score Guide for Second Letter

The other students all said that they had improved in their writing based on ideas and voice. Their comments were mostly about how their writing had improved from the first letter, as shown in figure 8.24. This is Britney's scoring guide for her second and final letter. This would be the last letter the students would directly send to their pen, since we would attach them as an email and the final stage would be a video chat.

Friendly Letter Scoring Guide <span style="float: right;">5/16/13</span>														
5 parts of the friendly letter (heading, greeting, body, closing and signature)					Ideas and Questions I answered my pen pal's questions and asked some of my own. I expressed all my ideas clearly.					Voice My writing is nice and the English grammar matches what I wanted to say				
1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Improved <i>My writing improved!</i>														

**Figure 8.24:** Britney's Score Guide for Second Letter

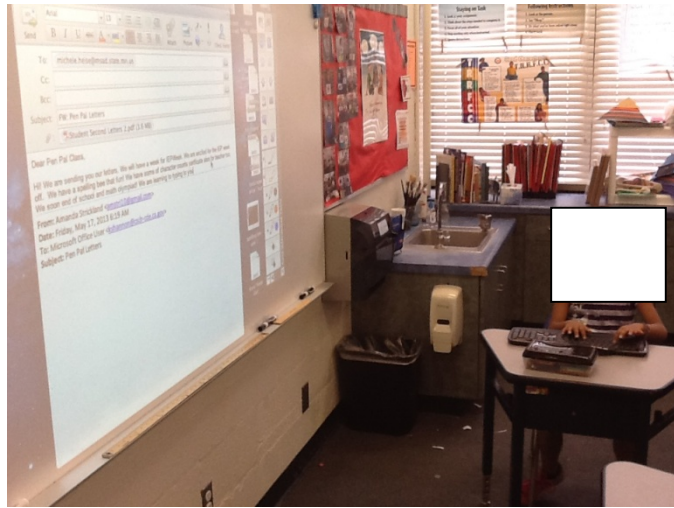
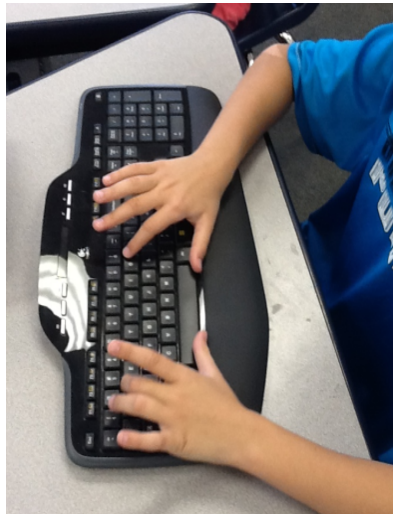
### May 17, 2013: Unit 3 Lesson 3

Prior to the lesson, I had scanned all of the students' letters onto the classroom computer. We were going to use one email account (the school) rather than the students sharing their personal emails or information. I placed the SmartBoard on Computer Mirroring and had it up on the big screen for all the students to see when they entered, because we were going to do this first thing, before we had to go to the Spelling Bee Finals.

I explained that we were going to create an email from our class to our pen pals explaining about our school. I placed the wireless keyboard and mouse on the student's table. I point to the *to* on the email and asked the students what this was. Elizabeth told me "their, who send". I told her she was right, this was where we put in the address of who we are sending it to. I then went to the screen and asked about the *from* and *subject*. April said the from was from us, and then Elizabeth said the subject

was for the main point, or what we will talk about. (Elizabeth has her own email address).

I then asked the students what we should say as a greeting and I wrote the first sentence. I explained that each student was going to think of one sentence to tell our pen pals, and they would pass the keyboard when it was their turn. Figure 8.25 (a and b) show the students using a wireless keyboard to type the class letter on the Smart Board. I picked out the order from the Popsicle sticks and wrote it on the board. I gave the keyboard to the first student and the one after that got to practice typing on my iPad so that when it came to their turn, they knew what they wanted to say. We went in this pattern until all the students had a chance to type. Because we did everything wireless and on the larger screen, the students discussed what to say, or how to spell things.



**Figure 8.25a:** Wireless Keyboard      **Figure 8.25b:** Writing a Class Email

Once I established the expectations and order, I literally and physically took a step back outside of the students and had them work for teamwork. If there was a disagreement about someone saying something I did not intervene and instead let them solve the problem. The students worked together as a team to write an email, and were actually looking to David on how to spell something. Typically, when he tells them how to spell something, they ignore him even though he is correct, because of the personality conflicts they have with him. David was the last student to type and he began typing a sentence describing the sunsets we have, although the subject talked about a typical school day. I did not say anything and Elizabeth and Britney actually asked him about it. They wanted to know why he said that, and David said "sunsets". At first he did not want to change it, and I did not say anything. Elizabeth told him "subject, school talk school". He then went back and changed his sentence without an emotional blowup. I wrote a closing statement asking the pen pal class to email us when they received this email. Below in figure 8.26 is a copy of the email the students and I made for the pen pals.

-----Original Message-----

From:  
Sent: Friday, May 17, 2013 10:46 AM  
To:  
Cc:  
Subject: FW: Pen Pal Letters

May 17, 2013  
Dear Pen Pal Class,

Hi! We are sending you our letters. We will have a week for IEPWeek. We are excited for the IEP week off. We have a spelling bee that fun! We have some of character counts certificate also for teacher too. We soon end of school and math olympiad! We are learning to typing to your class.

We each got to think of and type our own sentence to you in this email!

Your Friends,

CSDR Third Grade Class

P.S. Please send back an email when you first get this, so we can see how fast email works. You can just send back "Got your email". Thanks!!!!!!

**Figure 8.26:** Class Email for Pen Pals

**May 28, 2013: finishing Unit 3 Lesson 3 and Unit 3 Lesson 4**

We received an email with attached letters from our pen pals, however there was no class email for my students. I printed out the letters before class started.

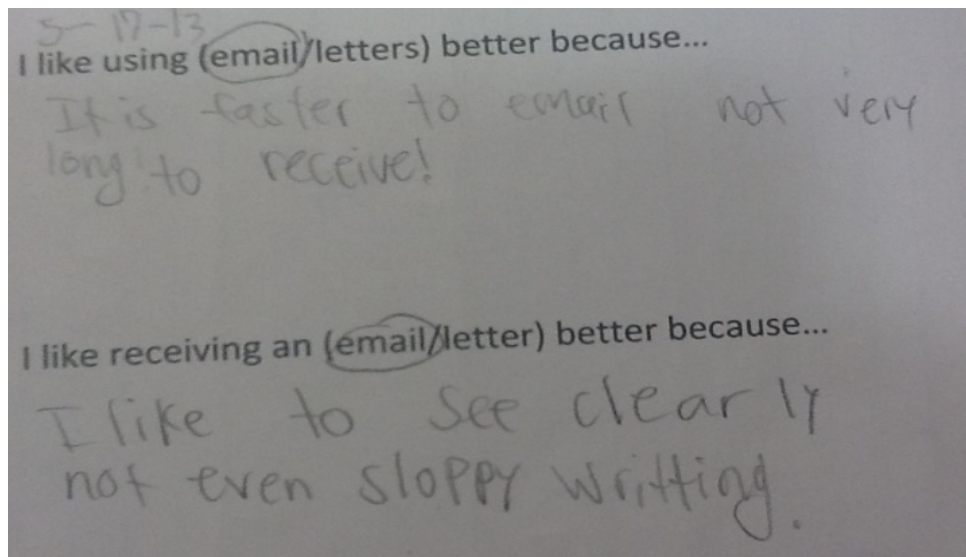
When we began class, I told the students that we had received our letters and brought up the email on the smart board to show them the timestamp. I told them that it was sent very early this morning. That means that our pen pals had the letters this morning, and then they were scanned to us and we received them the same day. I asked them if mail could do that and they all said no.

I had the students fill out a comparison form for letters and email which was modified from the chart. The evaluation consisted of:

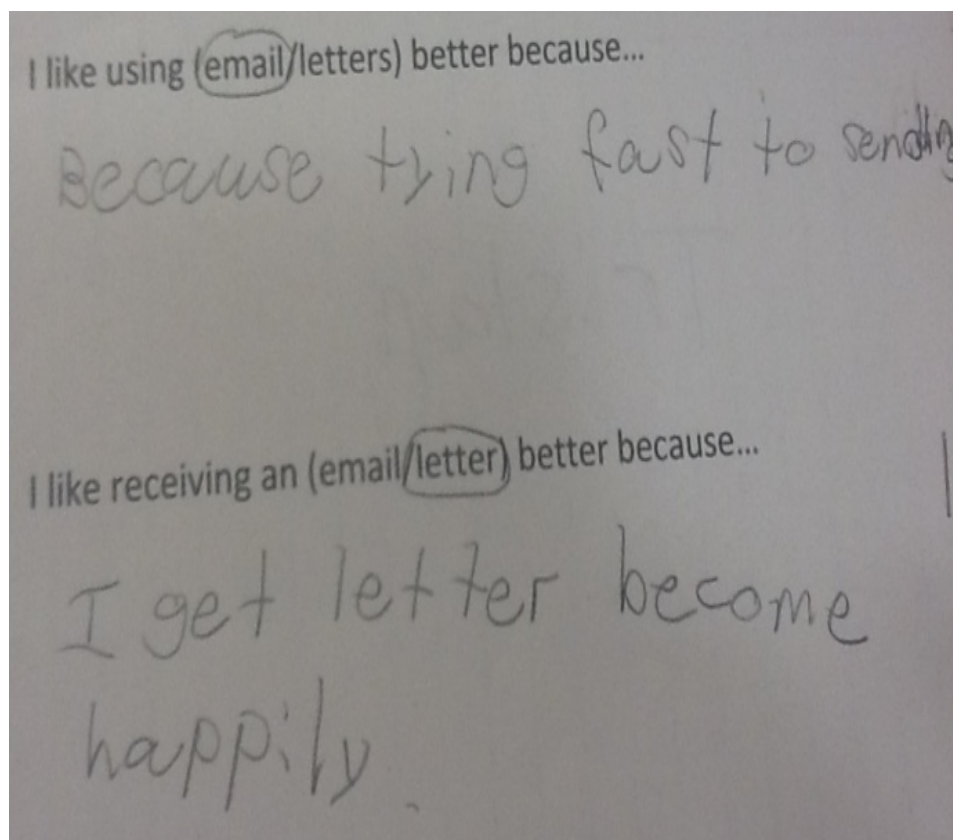
*I like using email/letters better because...*

*I like receiving an email/letter better because...*

The students had to circle their favorite and then tell me why they liked it the best. I did not want to go back to the comparison chart, because we only had two weeks before the end of school and I wanted to keep the momentum moving forward. I thought that all the students would pick email, because it is exciting to use new technology. This sentiment is shown in figure 8.27, but figure 8.28 shows that some students still preferred letters because of the excitement they received from them or how they could help them with their writing.



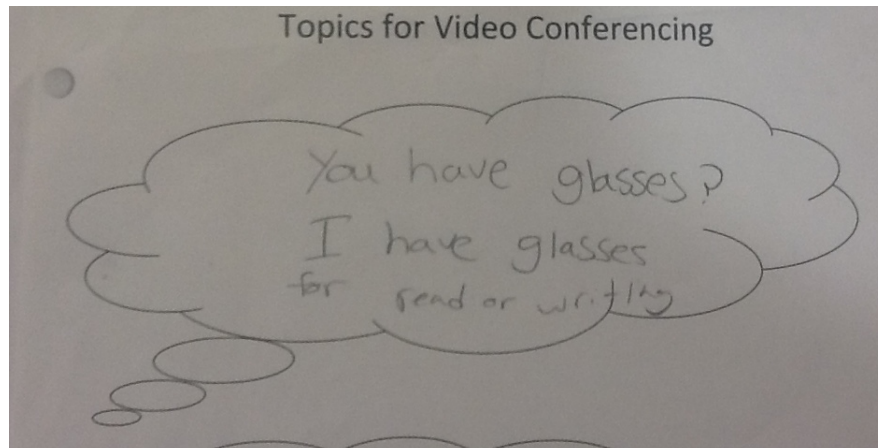
**Figure 8.27:** Student Prefers Email to Email/Letter Comparison



**Figure 8.28:** Student Prefers Letter to Email/Letter Comparison

After the reflection, I began a modified lesson 4. The original lesson was to have the student practice however many of them have experience chatting to friends or family members on videophone. The plan is to have a video phone hooked up to the overhead projector so that while one student is talking to their pen pal, the others are watching. I asked the students what it means to be a good audience, and we agreed it meant being quiet and watching and not laughing. I told the students that if they laughed at one of the pen pals or one of our classmates that did not show respect for anyone and would have to leave the activity and not participate.

I passed out the students' latest letter and gave them the time to read them. When they were done, I placed the "Thinking Bubble" worksheet on the overhead and told them that I wanted them to think about three things-they could be ideas, information or questions, but three things that they wanted to talk about tomorrow with their pen pals (Figure 8.29). This was to give them a support or guide if they forgot what to discuss and did not know what to say to their pen pal tomorrow. I told the students that they could talk about anything, except they were not to give out their home or email addresses. The students filled out the thought bubbles with a range of topics, but there was definitely a sense of excitement in the air for tomorrow. Below is one example of Gail's topics for conversation in which she was greatly concerned what her pen pal's glasses were for.



**Figure 8.29:** Example of Gail's Thinking Bubbles

### **May 29, 2013 Unit 3- Lesson 5 and Lesson 6**

The day started out extremely rocky. Because of the time difference, we decided to try for the video conference at 8:00 am my time- however, it became clear



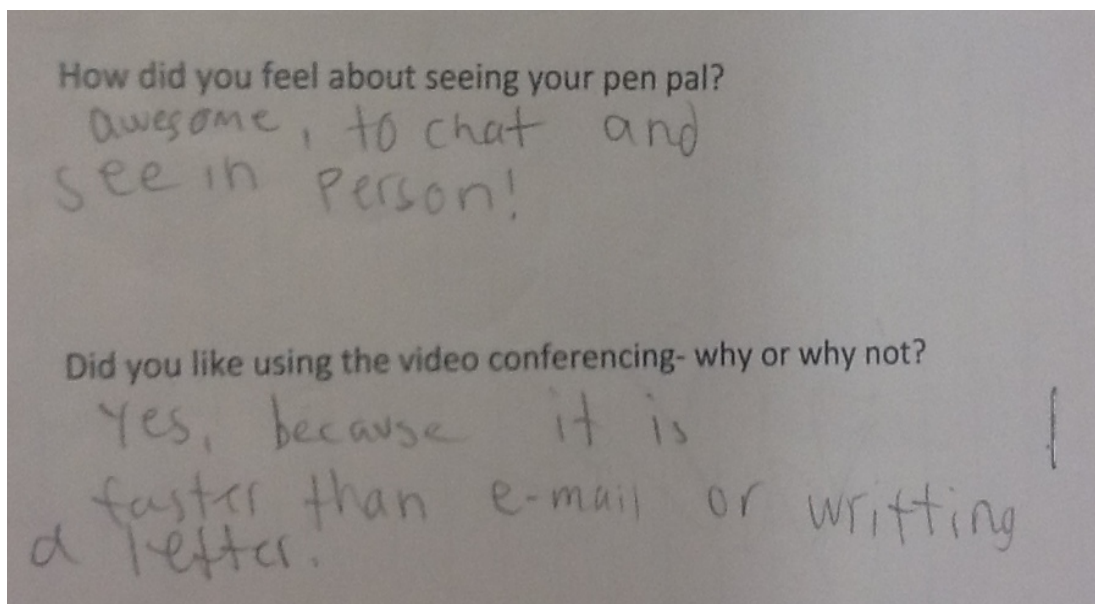
that we could not have the video phone established in the classroom by that time. I texted the cooperating teacher and asked her for a little later time, however I was told that this was the only time she could give me for the entire rest of the school year. I made an executive decision to move the class into the staff room where there was a video phone to use in a corner. The video phone was enclosed; it would no longer be a group chat but a personal chat. I quickly explained to the students what was going to happen. We needed to take all of our folder work and silent reading books and go to the staff room. Once in there one at a time, they would get to video chat with their pen pal for a few moments. The students packed up quickly and we moved to the staff room. They sat at the large table and began their work while I connected with the pen pals.

At about 8:30 we finally made connection. I had April chat with her pen pal first. I sat and watched the conversation while my master teacher watched over the other students. When it was not their turn, the students worked quietly and nicely in the middle of the staff room. I think this was because of how badly they wanted to talk to their pen pal and how excited that they were going to get to see them. Other teachers would come and ask what was going, and my master teacher would tell them. They all seem genuinely impressed. I was focused on watching the conversations so that all students were being appropriate. The cooperating teacher was sitting next to her students as well.

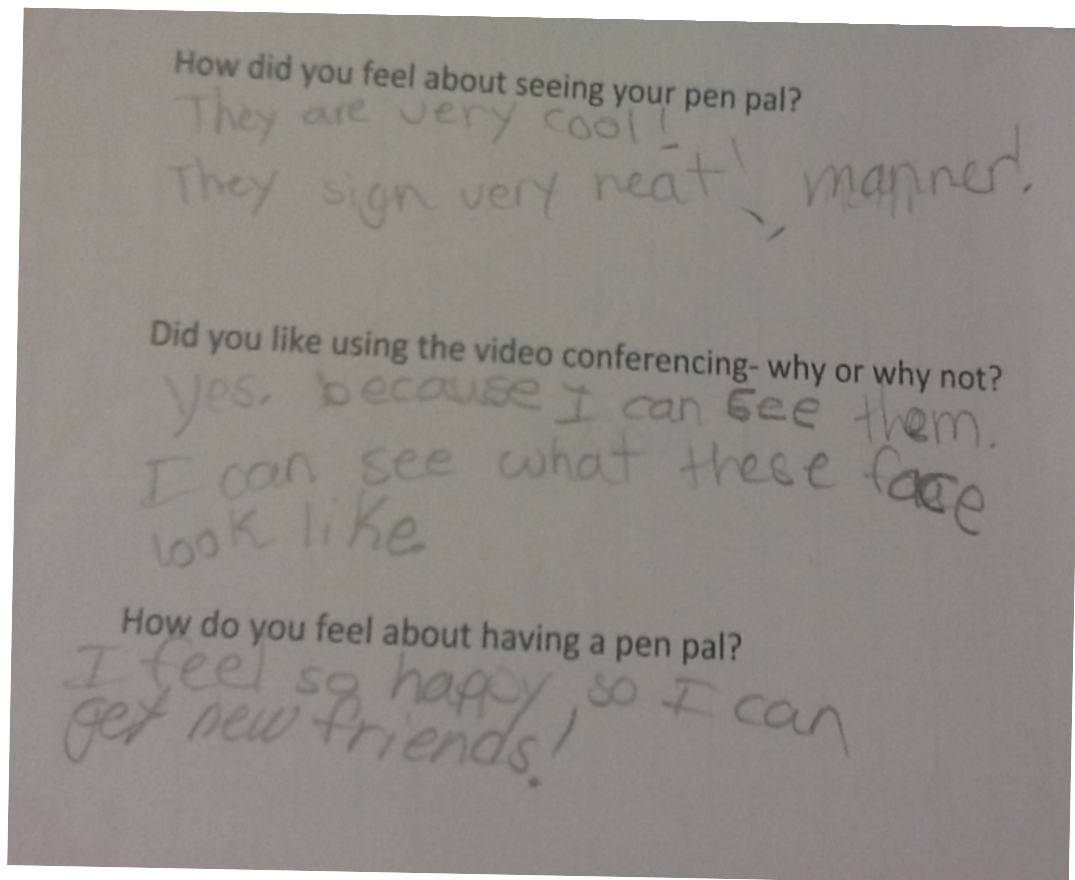
Topics ranged from siblings, to summer plans. Britney's pen pal was so excited to see her that he would not pause long enough in his explanations and

questions for her to say anything, and she just started laughing. Gail and her pen pal were able to talk about the different types of glasses they both were wearing. David told his pen pal that while they had rain, he was going swimming for physical education.

As soon as their roughly five minutes were finished and they returned to the table, I had them complete a reflection while the next student began their conversation. I wanted the students to think about how they felt seeing their pen pal, if they liked using the video phone and how they felt about having a pen pal. Two such reactions are shown below in figure 8.30, figure 8.31, and show their excitement. Some students were excited to use the “easiest” technology, while other students wanted to finally see their pen pals. Overall, the lesson went well for the students although it did cause some scheduling problems.



**Figure 8.30:** Student Response to Seeing Pen Pal (1)



**Figure 8.31:** Student Response to Video Chatting with Pen Pal

**May 30-31, 2013 Unit 4 Lessons 1-3**

Over the course of the next two days the students were able to work on their Pen Pal posters and presentations for the entire Language Arts morning time. I reminded the students that we are going to start working on our presentations. I placed the visual on the overhead that broke about the poster into three sections and explained what the expectations would be: having all parts of project on the poster, describing their pen pal, picking their favorite technology and what they thought about the entire project.

I had the students start with lesson 2 (about my pen pal) since they had just finished chatting with them the day before. I showed the students the graphic organizer for the Pen Pal information and modeled what I wanted them to do for each section of "Same", "Different" and "Interesting". Using April's journal I showed them how they needed to go back into their journals and find the pages where they spoke about what they learned from their pen pal. I stressed that all the information was already in their journal, they just had to find it. In Figure 8.32, Britney pulled out information she wrote before in her journal and what she determined were the important similarities, differences and interesting facts about her pen pal.

Similarities	Differences	Interesting Facts
Like snow	he don't have brother or sister	His age is nine yrs old.
We are excited for summer!	I have one sister	He love Sports
Read a book	rain all week	Like facetime with each other
Both don't have Pets	little cold and little warm	

**Figure 8.32:** Britney's "My Pen Pal" Graphic Organizer

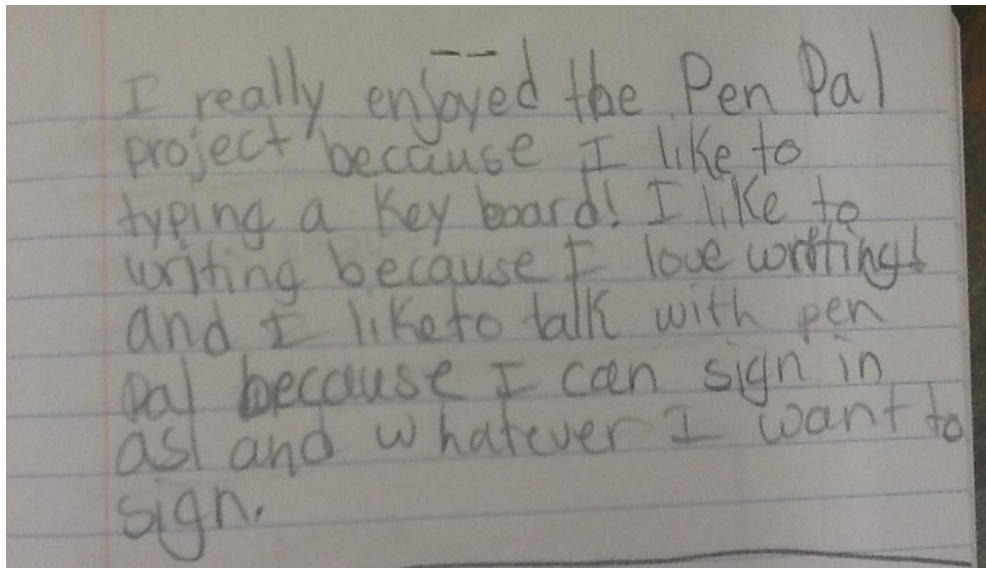
The students were also pulled out for speech during this time, so it was important that the work could be completed at an individual level. The students were working diligently until they left as a group for ASL/PE. When they returned and I had them all together I modeled for them the second paper, which is about their favorite

technology (lesson 1). I placed the graphic organizer on the over head and explained that for each technology they had to tell me what it was (an email is what...) and give me two reasons as to why they liked it and one reason why they did not. Trevor gave me a look of "come on" and I explained to them that all the information was in their journals. They just had to find their technology reflections. I modeled the first one with handwritten letters- letters were messages I could write to friends or family using paper and pens and sending through the mail. I said that I liked them because they help me with my writing and they are fun to receive, but it was not fun to wait weeks for them. Again I released the students to work on their pages depending on where they were. Below in figure 8.33 is April's completed graphic organizer for the technology used. She described a letter as "to write a letter on paper". This to me demonstrated that she understood that letters require writing, but they specifically use paper.

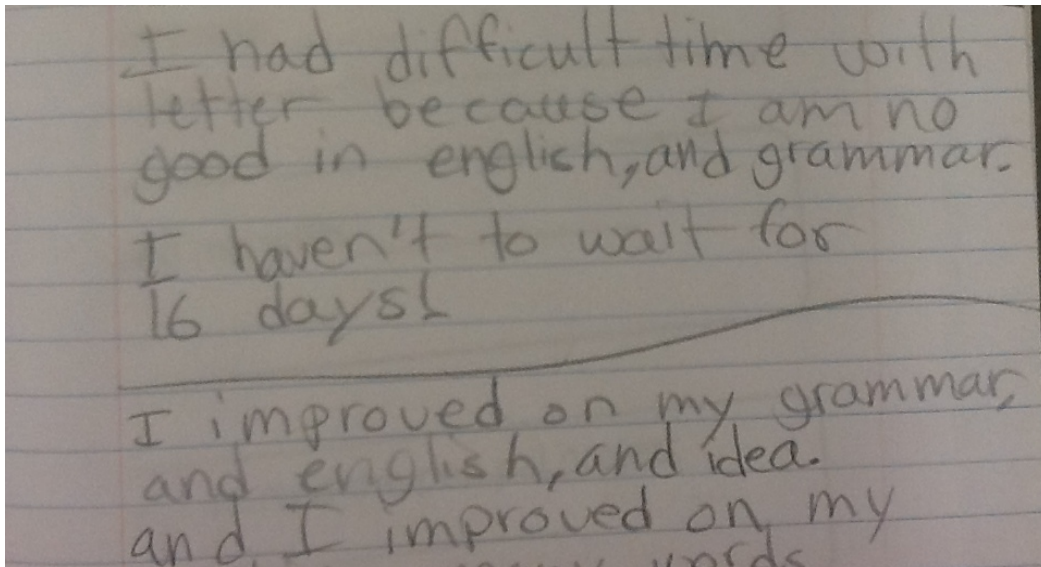
Technology Opinion Guide	
<b>Handwritten Letter</b>	
A handwritten letter is	to write a letter on paper.
I like handwritten letters because	<ol style="list-style-type: none"> <li>1. It is fun to think then write.</li> <li>2. It is fun to ask some question, or I can answer their question!</li> </ol>
I do not like handwritten letters because	I don't like waiting for 16 days!

**Figure 8.33:** April's "Technology Opinion Guide" Graphic Organizer

On the 31st, I showed the students the last graphic organizer about their overall thoughts of the project (lesson 3). For this paper, I explained that there were four groups: enjoyed, difficult, help and change. For each group they were chose one of the sentence frames and write in their journals. I modeled how to do this for "Enjoyed". I read both of the sentence frames and then selected the top one "I really enjoyed the pen pal project because..." I wrote the sentence "it was fun". After wards, I turned to the students. I asked them if they thought this was enough. While a few like (Britney and April) though it would be fun to try and convince me it was, I told them no. I said you could start by saying it was fun, but then have to tell me why. I gave them a writing range of 2-3 sentences for each group and told them to write their responses in their journals. In figure 8.34 Elizabeth comments on how she enjoyed the pen pal program because of the writing, typing and talking used with it.



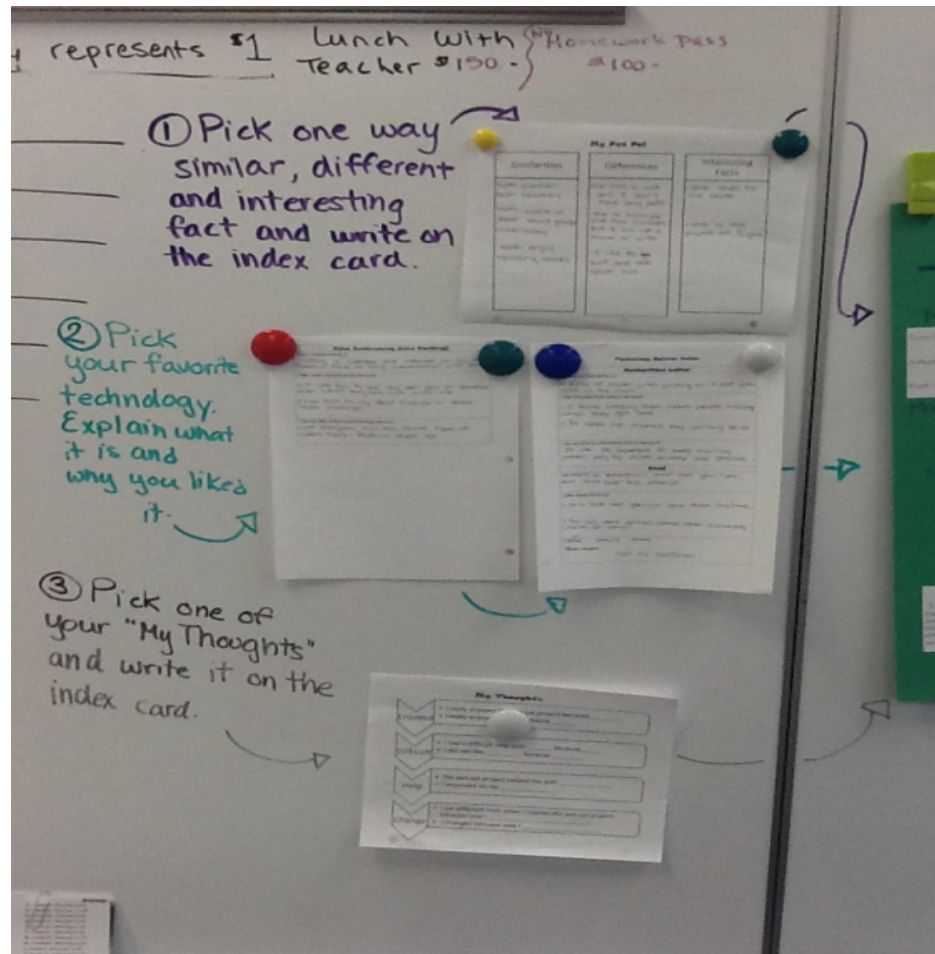
**Figure 8.34:** Elizabeth's Response to "My Thoughts"



**Figure 8.35:** April's Response to "My Thoughts"

In the above figure, April discussed how she had a difficult time with the English grammar and having to wait for letters, but she also acknowledged that she did improve on her grammar. While the students were working, I would walk around the room and provide support for the students, most of the time simply asking them guiding questions in ASL such as "Enjoy what?" and this got their wheels thinking. I would routinely flash the lights, tell them how much time was left, and remind them to stay focused because today was the last day to write down this information because next Monday we would make our posters and then present.

### June 3, 2013 Unit 4 Lesson 3 continued



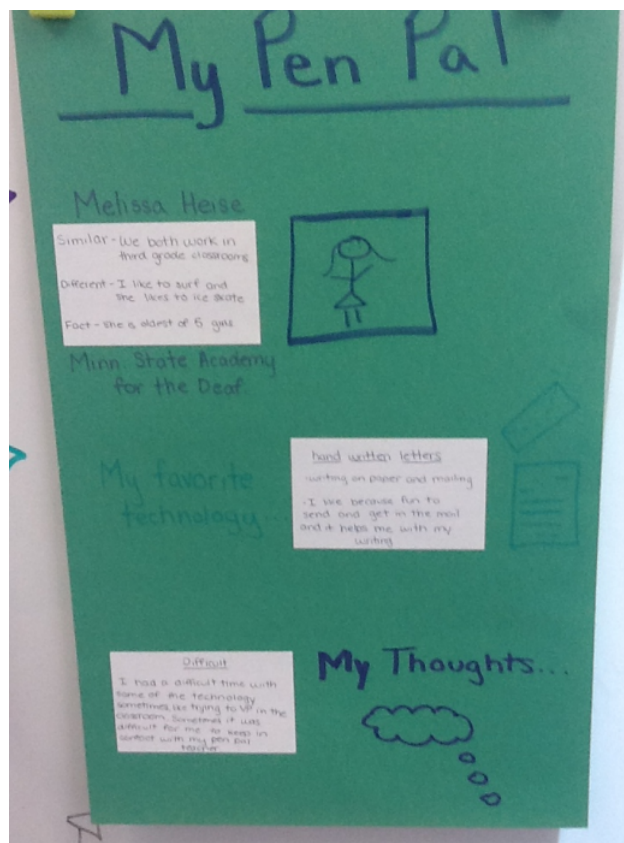
**Figure 8.36:** Instructions for How to Make the Poster

On the white board, I placed my teacher model poster and the three steps and graphic materials I used to pull the information out. This model is shown in figure 8.36. I did this visual model because the students were at various stages of completing this activity. Some were ready to start their posters and some were still working on their reflections. I called for the students' attention and explained that today was the only day we had to make our posters. I then did a quick review with the students reminding



them of the different parts that were required: pen pal, technology and thoughts. They were to pull the information from the papers they had and write it on the index card.

I modeled this step for making the pen pal description, "First you must read through your papers, and then pick out one similarity, one difference and one interesting fact. For my pen pal, we both are females, we both teach third grade deaf students and we both love to read books. So then, I picked that we both teach third grade deaf students and wrote this down on my index card. Now you do the same for your pen pal for each group". A completed example of the poster was left up on the board for the students to reference and is also seen below in figure 8.37.



**Figure 8.37:** Teacher Model of Completed Pen Pal Poster

After this I released them to work independently to complete their papers, index cards or posters. I monitored the students work and answered any individual questions that came up. Elizabeth arrived late, so she missed the teacher modeling. In ASL I signed to her the instructions, but when she showed me her completed card, she had filled the index card with all similarities. I then brought her up to the board and explicitly showed her my step-by-step process and explained that you needed to pick one. After looking at my model, she understood and completed the task correctly.

Throughout the lesson, some students were able to independently go to the board and understand the English instruction, themselves and only asked clarification questions or showed me their work for approval. Other students needed more ASL and explicit instruction for each part. With Gail, for each index card, I would bring her up to the board to look at my example and sign the instructions to her. She would then sign the instructions back to me to show her understanding of what to do, and return to her seat to complete the work. Her completed poster is shown in figure 8.38 on the following page.

Trevor would answer a question and then gaze off for a while after he finished his answer. I would routinely use reminding language and gave the students a countdown to how much time they had left. When it was becoming clear that Trevor was still day dreaming, I had a private conference with him. I gave him two choices, he could finish his poster today by working on it during recess time, or he could not finish it and receive a lower grade for not completing the poster. He said that he would like to work on it during recess time, and I said that is fine.

When it came to making the poster, the students did not struggle because they had already done all the reflection prior and were pulling out the information. Originally, the students were supposed to make an index card for each of their "My Thoughts" questions dealing with "enjoyment, difficulty, change and improvement". However because of time constraints in both making the poster and presentation, I reduce this down to picking one of these questions. When the students had finished I told them to practice for their presentation, because they needed to memorize as much information as they could. I did not want them reading directly from the card.

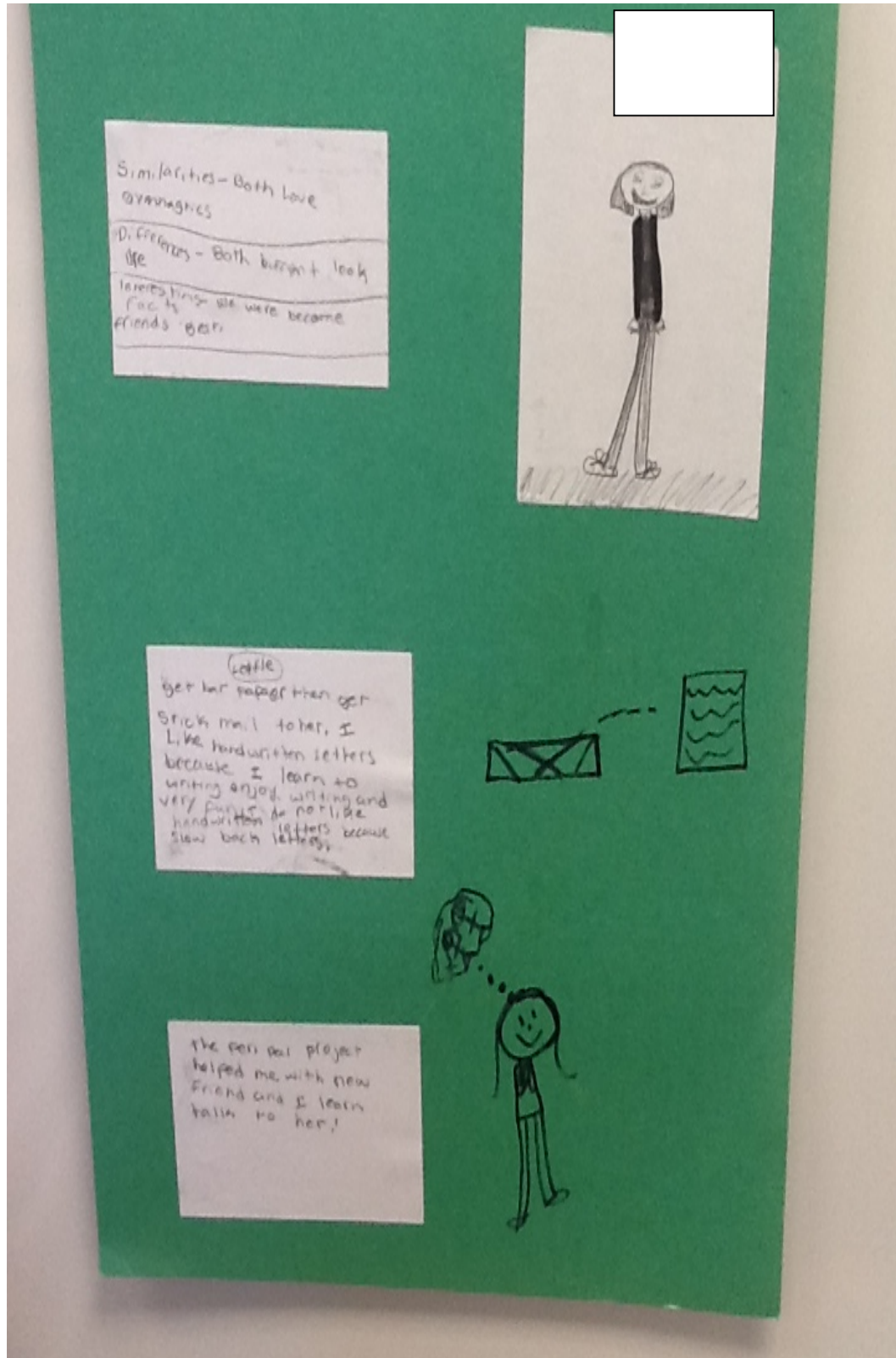


Figure 8.38: Gail's Completed Poster

**June 4th, 2013: Unit 4 Lesson 4**

The other third grade class joined us and I explained that for many, many weeks my class has been working on sending letters to deaf students in another state and now it was time to present their projects and posters. I told all the students that this was a serious presentation since the students have worked hard and part of being a good audience is not being distracting or laughing at something the presenter says or is on the poster (i.e., their drawings). I placed my poster on the board and modeled how I wanted the students to proceed: title, their name, their pen pal's name, information about their pen pal, their favorite technology and then their thoughts. I also started signing while reading the cards directly and then paused, I asked the students if this is how they were supposed to present and they told me no. April said, "read card, then turn and sign, then turn back to read and turn to sign". I told her "exactly". I then drew the first name from the popsicle sticks and sat in the middle to video tape the presentations. From there the students presented in the order their names were pulled. All the students presented and did a great job.

I ended up making a new rubric for the students, and I had already know that unless something was completely wrong, not there or they did not present, they would all receive high marks. I mostly focused on their comment section for their rubrics: I commented on the majority of the students that they knew all the information, but they did not trust that they knew it, and kept referring back to the cards. I stressed that it was important to trust themselves.

## **IX. Evaluation Plan**

The Digital Pen Pal Program was centered on achieving the following goals:

- Increase students' metalinguistic awareness and motivate students in their writing and ASL development.
- Increase students' understanding and appreciation of technology impact on social interactions.
- Engage students in their own language and cognitive development process.

In order to show that these goals were met, data was gathered in three different ways while implementing the curriculum: through teacher field notes, student artifacts, and through the use of qualitative and quantitative rubrics. Since the curriculum was centered primarily on social correspondence, the most extensive use of data was rooted in reflection, both on the part of the students as they reflected on the writing process and self-evaluated, and on the part of dual teacher feedback about the teaching process, curriculum changes, and daily lessons. These reflections and correspondences became a valuable tool as a daily basis and record for cross-state teaching as a developing teacher.

### *Teacher Field Notes*

A combination of anecdotal, description, and reflective notes from multiple instructing teachers was used to determine if the goals were met during the curriculum implementation period. During the start of teaching, observations focused on student behaviors, conversations, questions and comments that students shared, as well as on

any other interactions that shed light on students' feelings about writing, technology and peer interactions. The first few weeks of the internship provided an opportunity to observe students and gather information about how this type of social motivation curriculum could benefit students while addressing key common core standards. These observations recorded the date, the names of students involved, and a description of what occurred. Observations also included an assessment of student enjoyment and engagement in writing and corresponding with their pen pal. Notes were taken during instruction while students were working with partners or individually on their correspondences. After lessons, teacher reflections and suggestions, positives and negatives, were recorded. Multiple teachers were involved in assessing the curriculum, including the cooperating classroom teacher at the host residential school, and the instructing teacher at the pen pal residential school. Each provided insight and reflections about the lessons.

### *Student Artifacts*

Teacher observations were also corroborated and cross-analyzed with student artifacts, which primarily took the form of student reflections made in individual journals designed to allow students to express their thoughts about the curriculum at hand. With each step of the process, students recorded their own feelings, opinions and ideas about the individual aspects of corresponding with a pen pal and reflected on the overall benefits of participating in such a program as well. These specific student reflections provided first hand insight and evidence into how the curriculum was

affecting the students. Reflections indicated that students were learning to develop reading and writing skills and that they were becoming willing and able participants in a community that expanded beyond their classroom walls. Additionally, the student, through corresponding with their pen pal, was also showing signs of metalinguistic awareness through bilingual messages and reflections. These artifacts provided concrete visual examples of student participation in the Pen Pal Program and of the student's participation as social members of the Deaf and Hard of Hearing community. In addition to written reflections, the student artifacts also included the letters written to pen pals in various stages, students' ASL letter videos in various stages, and students' individual and group brainstorming topic lists. There were many different drafts of student work, all of which were used to determine the class's writing progression through the lessons.

### *Rubrics*

The evaluation plan for this curriculum included several rubrics, most of which were designed to help students self-evaluate their correspondences with their pen pals. These rubrics were both qualitative and quantitative and consisted of checklists where students could make sure they had completed key features of each assignment, and free-response sections so students could describe their work and evaluate it in their own words. Rubrics applied to both individual activities and to whole units and were adapted from "6 + 1 Writing Traits" to meet the needs of the curriculum. Each rubric was used to assess student work, participation, and time management. The rubrics also



helped students to stay on task and evaluate their own letters. Checklists were also used by teachers to ensure that all students showed a sense of understanding before moving onto a new lesson and to check for assignment completion. These particular rubrics provided data to evaluate areas of improvement across specific behaviors, expectations for participation and academic improvement. The students engaged in multiple revisions and editing of their letters and videos to their pen pals. These revisions highlight the students' linguist and conceptual development during the program.

#### *Data Corroboration*

The field notes and rubrics corroborated with student work samples provided an overview of the successes and shortcomings of the digital pen pal program since the majority of evidence focused on observations and reflections. Field notes were recorded in a journal during the school day and then transcribed onto a laptop either later or directly onto a printed hard copy of the lesson afterwards. This allowed for immediate teacher reflection and evaluation not only of the students work, but of the strengths and weakness of the curriculum's design. With every unit, a rubric checklist was provided so all teachers present could evaluate student work and participation based on students' time management, overall effort and work produced. The grading system was not based on numerical points, but instead on expectations met, and accounted and allowed for student improvement. The students themselves had multiple opportunities to self-evaluate their work and their peers using student rubrics

prior to completing each assignment. Using these reflection and evaluation rubrics allowed the students to take ownership of their work and development.

Tracking and evaluating the different stages of student work emphasized the impact a pen pal program can have on cognitive and linguistic development, as students revised and edited their correspondences. For each lesson, students created, analyzed, and/or applied their knowledge of letter writing, social cues, and linguistics across multiple languages and had multiple opportunities for reflection through writing journals or ASL journals. As a means of final assessment, all students had to present their a reflective analysis of their experience throughout the digital pen pal program, which corroborated all the of avenues for data collection: a presentation rubric, teacher observations, and student work.

## **X. Evaluation of Curriculum Based on the Key Goals**

All of the four units were designed to incorporate various aspects of each goal, with some overlapping more- such as Units 2 and Units 3 with Goal 2. My curriculum had three overall goals, as reviewed here:

**Goal 1: Increase students' metalinguistic awareness and motivate students in their writing and ASL development**

**Goal 2: Increase students' understanding and appreciation of technological impact on social interactions.**

**Goal 3: Engage students in their own language and cognitive development process.**

Each goal is described below and within each section, there is evidence described from the three sources of data. Analyzing the three sources of data (observational notes, rubrics for students and teachers and student artifacts) showed that the three goals for this project were met.

**Goal 1: Increase students' metalinguistic awareness and motivate students in their writing and ASL development**

Even though this goal is one, there are really two distinct aspects to this goal. The first relates to the students ability to interact with the separation and connection between English and ASL. The second focuses on their motivation for development in both ASL and writing. These two aspects are separated out in the following paragraphs to establish if each aspect was met.

**Goal 1A- Increase students' metalinguistic awareness in writing and ASL development**

Prior to beginning my curriculum, my observations showed that as a class, when the students would come to board and read from one of the books they directly signed the English words. The students would look at the screen and the words as they signed. This presented itself multiple reading issues. First, the students would incorrectly sign the word or they would skip over and fingerspell many words that they did not know. Second the students did not demonstrate a full understanding of what they were reading, rather a translation of the reading. I was able to look at their various test scores for spelling, vocabulary and reading comprehension before beginning my curriculum and saw that while their spelling and vocabulary tests showed a high identification and memorization rate for the English words, their understanding of the content was not nearly as positive. In order to break the students of this direct translating practice, I would model for them how to read and then sign the information during class activities. I also gave them multiple opportunities to read and then discuss rather than read aloud to the class.

*Teacher Field Notes/Observations for Increase Awareness of Dual Languages*

On March 29<sup>th</sup>, while reading Pen Pals in Unit 1 Lesson 2, I had the information on the screen. I asked the students which they thought was a better way to sign the story? I would glue my eyes to the screen and sign each word slowly and not

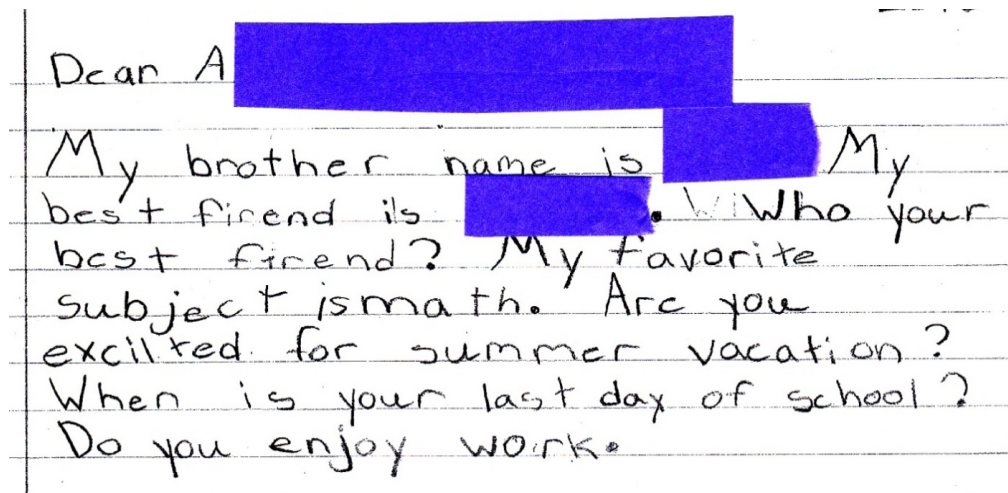
very fluidly. My eyes and head were point to the screen, while my body and hands were shifted out to the students. I made this a dramatic gesture, to emphasize to the students not only how this looked to the audience, but by watching me, the students did not really understand the content of the reading, only the vocabulary. I then modeled reading the sentences, turning my whole body and head to the students and “read” the story using ASL. The students agreed with me that this was a better way to read the story out loud.

Through the next few weeks, before I would begin reading the class, I would ask them the best way to read the information, sometimes modeling the incorrect way, but always leaving the last image in their mind of separating the languages out. In the end part of their presentation grade was to correctly read from their cards, which all students showed great improvement and received fully credit for that requirement. However, the clearest example of signing ASL rather than signing English did not even occur within the pen pal project.

Throughout the school year, I started to notice a shift between the students in my class and students who were not in the pen pal program, with their reading style. Gradually my students would increase their reading time of the message and then signing time (separating) rather than congruent. Finally, on the last day of school Britney was called to read the Message to the class. When she came to the front, she signed to the class our running joke about eyes glued to the screen and hands facing out. She and the students laughed and then she proceeded to read then entire message to herself fist and then signed it to the class, effectively separating out the languages.

This separation of the two languages increased the students confidence level when it came to reading in front of a larger group.

In the beginning of my internship, I observed a number of students constantly asking their teacher for help to figure out various written information such as directions on worksheets or phrases in books, rather than trying to figure it out independently. However, by the end of my internship, I observed an increased level of independence with reading. After reading the whole the sentence or passage together, the students were able to use context clues and surrounding word clues to figure out unfamiliar words, rather than reading word to word. I noticed this during their read aloud, but also within their workshops and writing journals. I would have the students look at their letters of their pen pals and use these letters to figure out specific words that they did not know. For example, when reading letter shown in figure 10.1, April did not know the word “vacation” and she asked me what the word meant.



Dear A [REDACTED]

My brother name is [REDACTED] My  
best friend is [REDACTED]. Who your  
best friend? My favorite  
subject is math. Are you  
excited for summer vacation?  
When is your last day of school?  
Do you enjoy work.

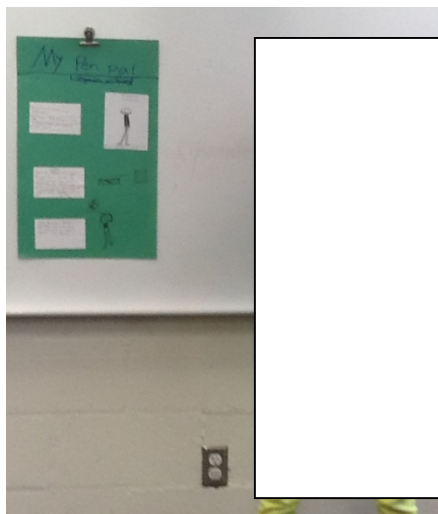
**Figure 10.1:** Pen Pal Letter to April

I told her to read the letter again, and tell me what her pen pal had said. She told me “brother, (fingerspelled name) has, best friend who, math favorite, excited summer, last day of school enjoy work?” I told her to focus on the sentence with the unknown word and the sentence after. Again, she signed “excited summer, school last day”. So then I asked her what do you think her pen pal is talking about, when we say summer “what” do we have more school in summer? She told me no and then thought about it and finally signed “summer break” or summer vacation. .

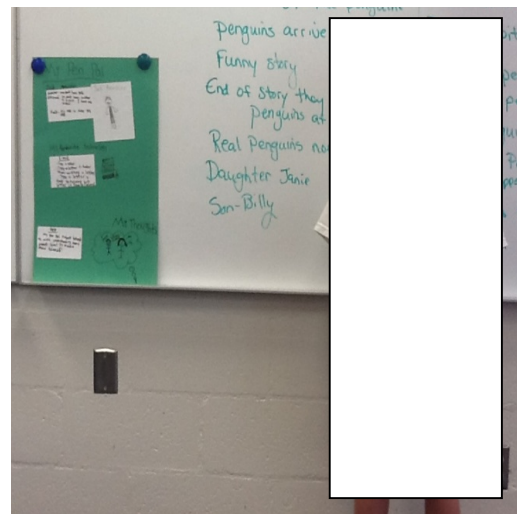
### *Student Artifacts for Increase Awareness of Dual Languages*

While they was a direct emphasis on separating the languages out, students had success because they were given explicit explanations between English print and ASL that provided links between the two languages, thus improving their vocabulary and fluency in reading and writing. There were multiple teaching opportunities during the reading and writing of the letters to discuss the differences and similarities between in English and ASL. These connections were later seen within their writing journals. For example, Gail and I would have discussions first about what she wanted to say in ASL (her strongest language) and then translate it into the written English. She gradually began to recognize when to add “the” or “in” to her writing, although these are not signs we would use in our conversations. She showed an understanding that there are some words that do not have ASL translations. Yet in order to express the same ideas correctly in English there are English grammar rules that must be followed.

Figure 10.2 a and b, are pictures from the "Pen Pal Presentations" and they show students signing their information with the posters behind them. They were not directly reading from the English since the poster was located behind them. Once the students were able to express a complete throughout, they were able to look behind them and read through the English before signing the information. Most of the students only needed a moment to jog their memory about the material. However some students, like Trevor, still struggled with separating the languages. In the future for students that are still struggling, I would have had them practice their ASL presentations with a peer, adult or videotape.



**Figure 10.2a:** Presentation



**Figure 10.2b:** Presentation

Due to time constraints, I was unable to focus on ASL development as much as originally planned. Some lessons that had the students practice their ASL through signing their letters or narratives, and then viewed by the students for self-correction were skipped. Since all of the students were strong ASL users and ASL was the



language used in the home, I originally did not feel that they needed the practice in how to sign their information for later on. While I still believe these lessons were fine to skip, I would have liked to have them practice signing their presentation information, so they could see how it would look if they read from the cards, or how some information could be lost if they did not memorize the information. While the students did have time to practice their presentation and showed great improvement on separating out the languages, I would have liked to give them even more opportunity to improve upon this. If the students are practicing their presentation, they should be filmed and then allowed to view the practice to make improvements, or send the poster home to practice with their families.

#### *Summary for Goal 1A*

In the beginning of the curriculum, students would read and signed English print word for word off the page in English word order. By the time the curriculum was over, after so many opportunities for reading, discussion, reflection and presenting, the majority of students had improved into separate the languages out. The students would read the English print, pause and then summarize or read the print in ASL. This showed that the students were actually increasing in their vocabulary, reading comprehension and reading fluency.

***Goal 1B- Increasing students motivation for reading and writing***

The second part of the first goal focuses on increasing motivation for reading and writing, through a digital pen pal program. As English is not the students first language combined with their lack of reading comprehension, resulted in a low motivation for reading and writing. In fact, I observed that most of the motivation came from extrinsic rewards. The students were given points based on completing their homework and would receive more points if they wrote two instead of one paragraph or used all of their weekly vocabulary words in that entry. Three of the six students would write more when they could receive more points, and if not, would only write the minimum, while the other three would only write the minimum regardless.

The language arts curriculum used focused on one story a week, with a spelling, vocabulary and reading comprehension test each Friday. The only time for reading within school, came as a shared reading during the week to finish the story, sometimes as early as Tuesday or Wednesday and the rest of the week focused on grammar worksheets and writing worksheets or journals. In the afternoon, the students had fifteen minutes of silent reading. During this time, I noticed students would tend to spend more time looking for a book than actually reading one-that is except for Britney.

She would read a book and take the "Reading Counts" assessment during this time. The program gives books a certain point value. Based on the student's reading level, the students have a certain number of points they must reach before the end of

the month and then they receive an award and earn a bear keychain. Britney was extremely motivated to get these awards so she would routinely read books during silent reading, lunch and take some home. None of the other students showed any motivation for reading regardless of this extrinsic reward. They would ask to take the "test" for books that they had not read, or simply skimmed through the pictures. Further evidence that their reading comprehension was low, was that the students were not passing the stories they had read together as a class and were simply not trying. Again, I think this reflected their habit of English-ASL direct signing while reading, as well as their lack of motivation besides points, tests or key chains.

For my curriculum, there was never a single grade or point given, except for the final rubric presentation. The entire curriculum was based on the want of the students to read and write to their pen pal. There was no outside motivation besides talking with a deaf peer and the only way to do this was through using reading and writing. Even during the video conferencing, they had to write a reflection and brainstorm ideas to write about. If they no longer had the motivation to do this within themselves, then the curriculum would fail, however this did not happen and if anything, the students demonstrated increased motivation for reading and writing.

#### *Teacher Field Notes/ Observation for Intrinsic Motivation*

Through the curriculum, I wrote down instances when the students demonstrated a motivation that was purely intrinsic. This motivation came from a desire to connect with their pen pal rather than an award. This intrinsic motivation

was evidenced by a number of factors: 1. They daily asked to work on "Pen Pal" and if we had received anything from our pen pals. 2. They all wanted to read and work on their letters or other pen pal activities first during rotations or before their other individual work. 3. They were all willing and wanting to share their experiences and feelings about the project for each part both in their journals and during discussion. 4. Students asked if they continue their correspondence during the summer, into next year or share their personal addresses so they could write to each other after the program ended. 5. Students worked hard at memorizing various parts of the program such as the five parts of a letter and the three types of technology used.

I also noticed students motivation when it came to the quality and quantity of their work produced with their "Thinking Questions". I would require the students to use one sentence frame or thinking question for various activities throughout the curriculum, but they would write multiple sentences or answer more than one question. Using their own experiences and desire to correspond with their pen pal was essential to this increase in motivation.

Other evidence that shows this goal was met came from teacher-student interactions that were recorded in field notes. For example, in my notes on April 18, I noted how Gail had been absent for a multiple of days and before even entered the classroom in the morning the first thing she said to me was "Pen Pal, please write letter". I was a little surprised when this happened because Gail did not typically enjoy reading or writing because she struggled with it. However, after being gone a few days, she was asking me to write, which never happened outside of the pen pal

program. This is one of many examples the students excitement for writing as well as the program in general during the curriculum. They would ask me if we had received our letters or if we were going to work on our pen pal project. The days that I did have letters for them, the students would become clearly excited and tell one other that we had letters before I could even announce it to the class. The students would cheer, clap, and then tell me that they wanted the letters to read. Sometimes I had to tell the students that the letters had not come yet, or we had to do other work before we could do our pen pal work, and I could see the visible disappointment on their faces.

Another example of intrinsic motivation for reading and writing was when we first began the project and after explaining about the size difference, the students had to decide if they wanted one or two pen pals. I explained that the students who had two pen pals would have double the amount of reading and writing because they would have to read, respond and reflect on two pen pals, rather than just one. This meant that they would have more work that would translate to more points or a higher grade. Even after this discussion, the students still wanted to have double pen pals, which means they wanted to have double the amount of reading and writing.

On April 10, my supervising teacher asked me what we could do to motivate the students more in their reading and writing, since she had noticed their work was becoming lazier and the students were simply not trying anymore. I told her that I had noticed that the students were motivated when it came to the pen pal project, even when it was not writing letters. They showed interested in reading the literary resources on their own during silent reading, and writing reflections in their journals.

She responded that it was because it was something "new" and then decided to reward the students with even more points for their homework and class work. I disagreed that it was the "newness" of the curriculum that had the students' motivation.

Instead, I feel it was the design of the program itself whereby the students themselves were in charge of their own reading and writing to their pen pals. The process itself motivated them, rather than an extrinsic motivation that is abstract and does not connect to the what and why they were doing something. The students wanted to read because they wanted to know what the pen pal was saying. They wanted to write and improve their writing because they were writing about themselves and sharing it with another person. They knew who their audience was, and why they were doing it. The students were enjoying from the activity because the activity was new, but it was also meaningful for the students.

#### *Student Artifacts for Intrinsic Motivation*

Outside of teacher observations, the student artifacts showed that this motivation was intrinsic rather than extrinsic. At the beginning of my internship, I was able to view the students writing samples from their homework as well as various class works. Most of the work done prior to the pen pal curriculum was short in nature (students believed a paragraph was five lines, rather than five complete and cohesive sentences) or had been so English directed, that you could no longer hear the voice of the student in the work. Most of the writing done in the class was completing grammar worksheets, and rewriting sentences with the correct grammatical structure

in them. However, when we began writing journal entries and handwritten letters the shift of writing had changed from one of work to fun. Table 2.2 shows how the students felt about writing after the letters. You can see from their responses that they had mostly positive responses to writing.

**Table 10.2 Student Responses to Writing**

Britney	“I like letters because it is easy to write many sentences! I like to write some for friends, many for my family!”
David	“I like letters because it is fun to read. Using letters helps you to improve writing”
Trevor	“letters happy writing”
Gail	Absent
Elizabeth	“I liked writing the letter because I love writing but I am no good in english”
April	“ I like letters because cool and easy words and computer little hard”

Throughout the project, I made copies of the student's letters and journals at various stages to compare their writing. When the teacher had given them a writing assignment, they typically wrote an average of two to four lines. On the other hand, when my students were writing to their pen pals the sentences increased upwards to three to five sentences. On their first letters the students had a graphic organizer that

limited the amount of space they could write. Elizabeth's first letter to her pen pal is written with the graphic organizer in figure 10.3. When the students wrote their second letters, I gave the students the option of using the organizer, or to write freely on a piece of paper. All of the students wrote on the piece of paper without the space limit. You can see this increase as well in figure 10.4 with Elizabeth's second letter.

The graphic organizer is a vertical structure. On the left, a vertical line is labeled 'Body' with a bracket pointing to three rounded rectangular boxes. Below these is another box labeled 'Closing' with a bracket pointing to it. The text in the boxes is handwritten.

**Body**

I have no pets because my dad hate pets. I always wanted dog.

I live in Riverside near mission inn. I had two house. My room is share with my sister. My house is light yellow and red door and Big.

Do you have a pets? and Do you have sisters or brothers? What is color of your house?

**Closing**

Your new friend,

**Figure 10.3:** Letter Graphic Organizer for Elizabeth



5/15/13

Hi [redacted]

I did get your letter  
 My house is yellow with red  
 door. I live in [redacted], near mission inn  
 I have no pets because my  
 dad hate pets.

How many family you have?  
 You had a beautiful face! Thank  
 you for say Good Job. My favorite  
 games is Hang Man, Bingo, math games.  
 What is your favorite game?

Do you have sisters? I have  
 1 sister, two brother, 2 girls, 2 boys  
 is it cool? I have 6 Students in  
 my class. How many student in  
 your class? I hope you  
 got my letter

P.S. I won  
 1st place in  
 math Olympics  
 in May 13, 2013.

Your friend,  
 E [redacted]

Figure 10.4: Elizabeth's Second Letter

I noticed multiple instances when the quantity of writing had increased similar to the examples in figure 10.3 and 10.4. On the Brainstorming Ideas for Writing, I only required a sentence for six various topics, but the students wrote anywhere from one to three sentences for each topic, as well as writing additional topics on the back of the paper. On their Pen Pal Reflection graphic organizer, I also required the students to tell me "a few" examples of the similarities, differences and interesting facts about their pen pal, but students increased the amount of information they added, some completely filling in each section.

The student's quality of writing also improved. They understood that by using the letter organizer, a complete idea was to be three lines, so this means they had to use description words and add information. After this first letter, the students no longer needed the bubbles to understand that it took more than one line to completely express the thought or image they wanted their pen pal to see from reading their letter. Trevor wrote a one sentence explanation about his home from his brainstorming paper, and expanded the sentence into three sentences, because he wanted to describe how it looked and how big it was. This gave a clearer picture to his pen pal, than simply writing one line.

### *Summary for Goal 1B*

In the beginning of the curriculum, students were not motivated in their reading and writing, and actually viewed writing as too hard because of the over emphasis on English grammar. By the end of the curriculum, the students were

actively asking to read and write when connected to the pen pal program. Students took time with their writing and reflections, including evaluations. The students did not complain or lack motivation when it came to working on their pen pal project, which incorporated reading and writing in daily activities. The students not only increased in their time spent reading, but also the quality and quantity of their writing. This evidence combined with the evidence regarding metalinguistic awareness supports the claim that the first goal was met, with some allowances for ASL development.

**Goal 2: Increase students' understanding and appreciation of technological impact on social interactions.**

During my internship, before starting my curriculum I noticed how the students tended to be mean to one another, with instances such as bullying, name-calling and a strong competitiveness within the class. This was not the case with all of the students, but it was evident within a few of the students that influenced the social and academic environment of the class. At the start of the curriculum when I had students with meltdowns, teasing during partner share and outright refusal to work with another student. I was unsure if the pen pal program, which centered on making a social relationship with a peer, would take root, or have any additional impact on the class's lack of community.

However, I noticed that over the course of the curriculum, these instances began to decrease and there was growth in the classroom to a more supportive

cohesive unit. I think this lay again with the inherit design of the curriculum- there was no extrinsic reward or competitive aspect to it. The students each had a pen pal, or sometimes more than one, which kept them focused on the project rather than picking on one another. After the first few lessons, and conversing with my supervising teacher who acknowledged that she did not typically have the students work in partners or as a group because of behavior issues, it was imperative for me that I incorporate as much cooperative learning into the rest of the curriculum as possible. It was counterintuitive if I had a curriculum that helped students to grow socially and care about a student they had never met, when there was so much fighting within their own classroom. When problems arose, such as students feeling their ideas were being stolen, I used that time to address the concern and emphasize that this was a class project that we were all working on together.

One of the best examples of a team building opportunity was during the writing of the emails. I was also able to take a step back and allow the students to assist each other with writing a class email. They were looking to each other on what to say and how to say something, rather than boasting to the others or being rude. This activity centered on the students paying attention to one another, communicating and being inclusive. I also noticed that when it came to the students presenting, as a whole class the students improved. When I first videotaped the students presenting for their school video for their pen pals, many students sitting in their seats were laughing or teasing the student who was presenting. At the very end of the project, when the students had their final presentation, there was no laughing or teasing, and the students

were actively and attentively paying attention to the presenter, because they wanted to know about their feelings and pen pal. This social growth within the classroom occurred because of the inherent nature of the curriculum and my own passion for creating a community of learners, so this was one unforeseen positive social outcome of the curriculum. However when specifically addressing the goal, technology had a large impact on connecting the students to their pen pals.

*Teacher Field Notes/ Observation for Technology*

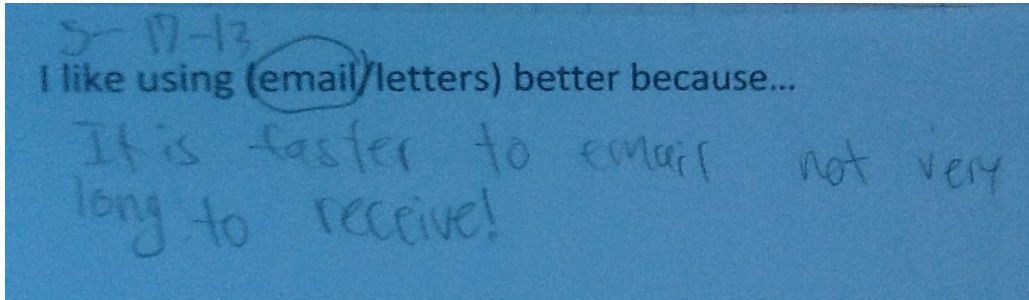
When I launched the Technology Unit on May 7, the focus was not on the different types of technology we would be using, but instead on the technology the students already had access too. These students had a large well of background knowledge and experience to draw upon when it came to technology, not only within their homes (with videophones and apple products), but within the school as well. The students had two hours a week on the computers in the computer lab; they had a Smart Board within their classroom and have been videotaped for various lessons and activities at the school itself. During the discussion it was clear that many students have technology tools within their homes (such as iPad and iPods), but upon further discussion it became clear that the students mostly use these tools for entertainment rather than social communication. When it came to communicating with other deaf individuals, the students typically used video phones within their homes or cottages. As one of the goals for this curriculum was to show how technology can have a social impact on their lives, it was important to use a videophone. Videophone conferencing

did not occur until the end of the program, so the students could experience using Email and the Internet on computers and iPads.

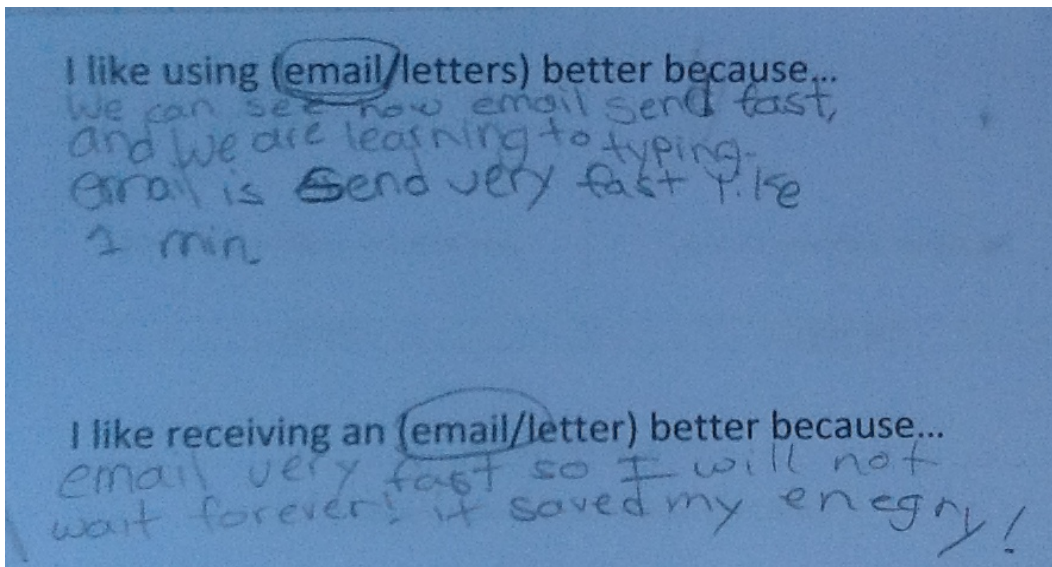
Part of the goal is to expose them to various technologies available for communicating as well as show the development of technology across the years. This occurred during the technology timeline activity with the discovery of the first computers. After viewing the size of the first computers and what their monitors and keyboards looked like, the students had a greater appreciation for the compatibility of the computers we used today, even ones the size of a iPad. I asked them what they thought if they had to use computers as big as a room and Trevor told me it would not be fun.

#### *Student Artifacts for Technology*

Within the technology unit, the students had more opportunity to reflect and think about the types of technology they used to communicate with people. One of the assignments required the students to compare whether they preferred using email or letters when chatting with someone. Some students commented on how compared to writing letters, the students loved sending email because it is so much faster and this is shown in figure 10.5 and figure 10.6 This shows that the students appreciate how technology allows them to connect easier to people across the county. After using email, the students also were able to use a technology with which they had more familiarity: the Video Phone.



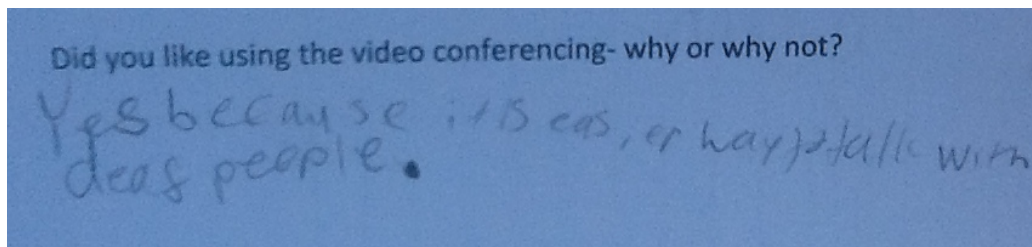
**Figure 10.5:** Student Preference of email to letters (1)



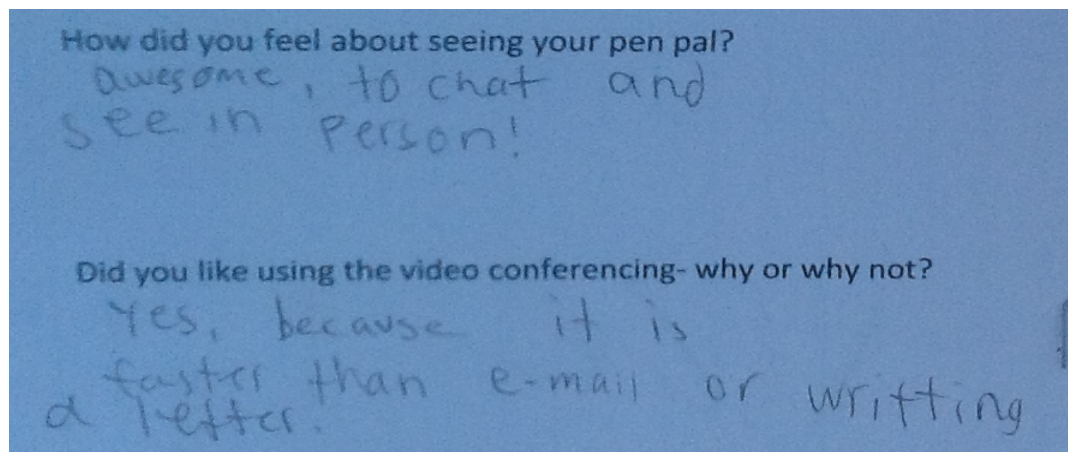
**Figure 10.6:** Student Preference of email to letters (2)

Most of the students have experience using a video phone because after polling the students it was clear all the students had a video phone in their home. It was almost a relief for the students when they were finally able to use the video phone and this relief is shown in their journal reactions. Two reactions are shown below in figures 10.7 and 10.8. The majority of the students commented on how much easier it was to use the video phone to talk with their pen pal, because they could see their signing or commented on how quickly they could communicate with one another. April told

me that her favorite technology was using the video phone because "I can talk and communicate with my family, live in other counties. VP favorite because easy, can answer my talk and questions". Although using a video phone is not anything new for the students they had never done so within the context of a pen pal program. I also believe that they had a new appreciation for using the video phone, since having corresponded through letters and emails.



**Figure 10.7:** Student Preference to using Video Phone (1)



**Figure 10.8:** Student Preference to using Video Phone (2)



*Summary for Goal 2*

Prior to the start of the curriculum, the students had multiple experiences with technology and even some using technology for communication purposes. Students listed how they all had videophones in their homes, and had smart phones or tablets. While the curriculum introduced some of them to new technology (email) the goal was for the students to gain an appreciation for technology's impact on social relationships. With each advanced form of technology used the students had an increased appreciation for a video phone, something they took for granted, since they all have grown up with access to one. In addition to appreciation technology, the students also used technology to socially connect with their pen pal as well as improve their social relationships in the class. The students shared information about themselves and were excited to write to someone that had similar interests or perhaps a different background. They saw how easy it was to talk with a peer across the country using the latest technology, as well as increased their ability and desire to talk with a peer who sat next to them.

**Goal 3: Engage students in their own language and cognitive development process**

Throughout the curriculum, I had the students quick write about their thoughts and feelings on a variety of aspects of the program. They had to assess their own feelings regarding waiting for the letters (sixteen days) and analyze their pen pals work as well as their own. This constant reflection was center to the students' ability

to self-regulate their thinking and development. I never enforced the students to finish a letter or assignment; instead, the students developed strategies for self-motivating, such as asking to stay in and finish work, or prioritizing their pen pal work above other work that would give points.

The students are ultimately asked to analyze the task, determine the approach by which they will complete that task, and then take the necessary steps towards project completion. All three of these phases were employed during the final unit of the curriculum.

#### *Field Notes and Observations / Student Artifacts for Development*

The final unit of the curriculum was entirely student regulated. The students had to complete three graphic organizers focusing on their pen pal, their favorite technology and their collective feelings and thoughts about the project. The students did this by analyzing their prior journal entries and pulling out what they felt was the relative information. Once these organizers were complete the students then had to create their posters for their presentation, by determining the information they felt was important enough to share with the class. The first organizer discussed similarities and differences between their pen pal and themselves. This did not require a high level of analytical thinking, but the students did have to retrieve the information and decided if they had enough. The second organizer had the students analyze the three types of technology used and defend why they liked or did not like about that specific technology. In this organizer, the student had to explain, assess their feelings, make a

statement and defend their statement. The third organizer called for the greatest amount of analytical thinking because it required the students to compare themselves from the start of the program to now. The students had to describe what they enjoyed about the pen pal program, and then take it a step further and discuss what they found difficult, how the pen pal program helped them, and how they have changed since starting the program. The following pages contain a sample of each completed graphic organizer, including the final “My Thoughts” writing responses. The first figure (10.9) is Elizabeth’s completed “My Pen Pal” graphic organizer. In it you can see the what Elizabeth considers important similarities and differences, like both being “beautiful” but having different kinds of hair (Figure 10.9). In figure 10.10, Gail has brown down the three types of technology we used, and weighed the pros and cons of each one. After is figure 10.11 which is a blank “My Thoughts” handout to show the sentence frames the students could choose from. In figure 10.12 and 10.13 you see how two students used these sentence frames to discuss their opinions of the pen pal program.

~~Elizabeth~~

### My Pen Pal

Similarities	Differences	Interesting Facts
<p>I have <sup>she has</sup> two <sup>brother</sup> brother, she write very neat, as me! She is beautiful as me. she love art.</p>	<p>she had dog I do don't have a dog. Her house color is Different; Her hair is straight, my hair is curly. Her skin is tan, my brown</p>	<p>she will go Maryland with her mom in summer vacation. she had email address.</p>

Figure 10.9: Elizabeth's "My Pen Pal" Graphic Organizer

### Technology Opinion Guide

Handwritten Letter
A handwritten letter is write a letter
I like handwritten letters because 1. because I love writing 2. because I am good at writing
I do not like handwritten letters because because I haven't wait for 16 days! to receive a letter
Email
An email is typing a keyboard
I like email because 1. it was send, very fast, it send for 1 min! 2. I don't want to wait forever.
I do like emails because because it was very boring to typing a keyboard

Figure 10.10: Gail's "Technology" Graphic Organizer

<b>Video Conferencing (Live Chatting)</b>	
Video conferencing is	talk with sign language
I like video conferencing because	<ol style="list-style-type: none"> <li>1. I can see what her face look like.</li> <li>2. I can do in asl</li> </ol>

Figure 10.10: continued

**My Thoughts**

Enjoyed	<ul style="list-style-type: none"> <li>• I really enjoyed the pen pal project because _____</li> <li>• I really enjoyed _____ because _____</li> </ul>
Difficult	<ul style="list-style-type: none"> <li>• I had a difficult time with _____ because _____</li> <li>• I did not like _____ because _____</li> </ul>
Help	<ul style="list-style-type: none"> <li>• The pen pal project helped me with _____</li> <li>• I improved on my _____</li> </ul>
Change	<ul style="list-style-type: none"> <li>• I am different from when I started the pen pal project because now I _____</li> <li>• I changed because now I _____</li> </ul>

Figure 10.11: "My Thoughts" Graphic Organizer

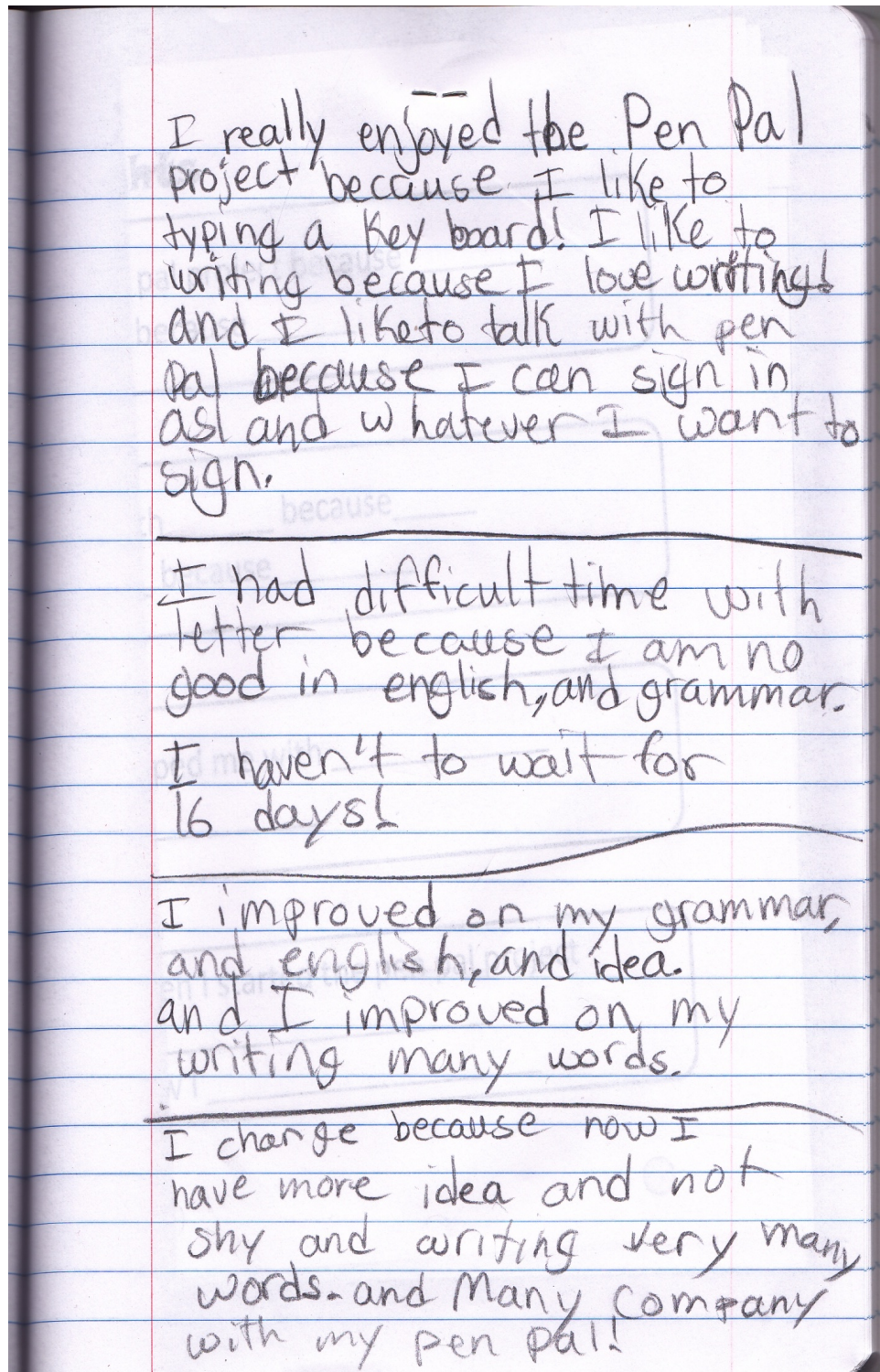
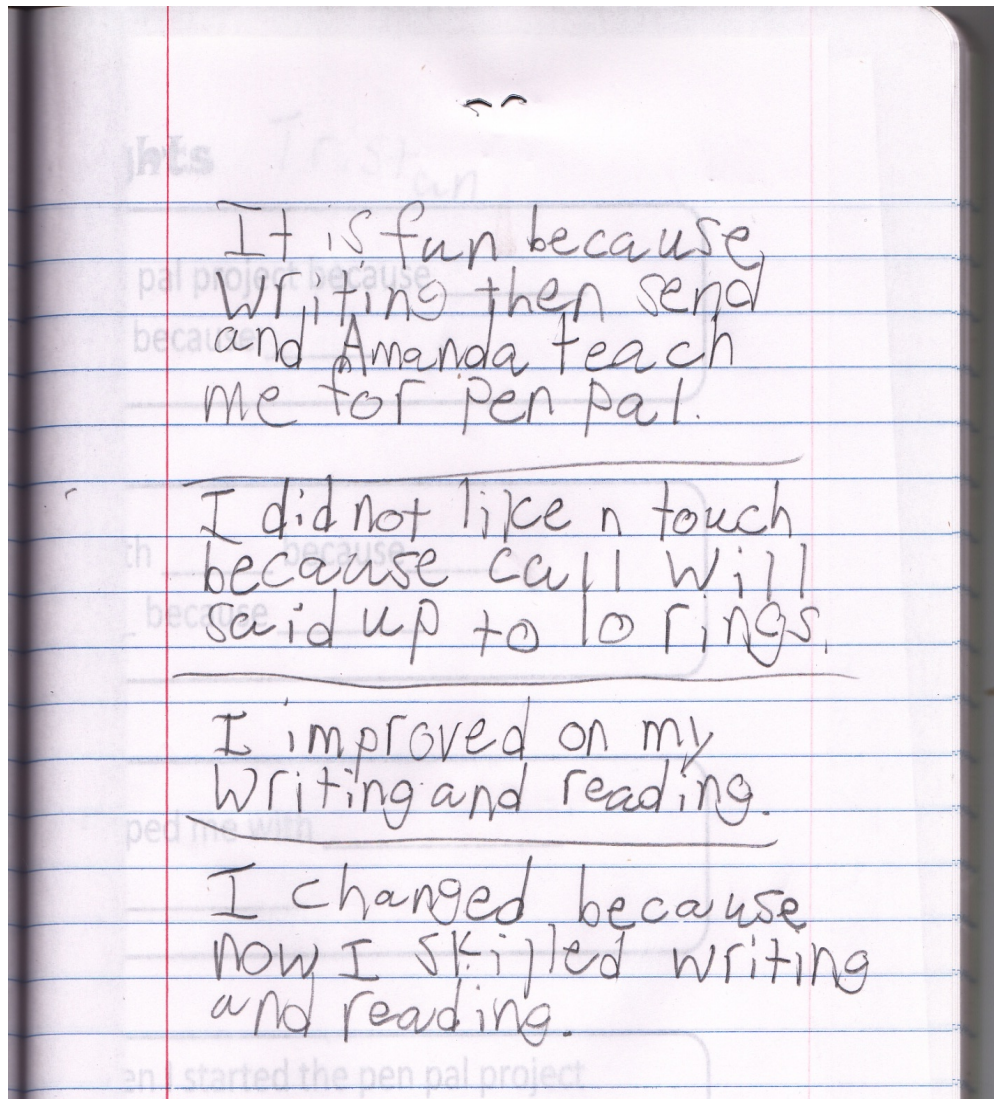


Figure 10.12: Sample of student's "My Thoughts" (1)



**Figure 10.13:** Sample of student's "My Thoughts" (1)

As a teacher, I modeled how to perform each of the activities, and left my examples up for the students to examine, but otherwise the students had two days to complete the project and they worked on it independently. The students had to analyze not only the information itself, but the best approach to completing the assignment. They had to determine if they had enough information to move to the next step, and exactly what the next step was to complete their poster for



presentations. Some students needed assistance in guiding their thoughts, but even when they asked me “if they were finished” I turned the question around to them and ask them “what do you think? Do you feel this is enough?”. Some of the students felt that they had enough and moved on, while others re-read the information and decided to add more.

### *Rubrics for Development*

The final piece of evidence that suggest the students met the goal of "engaging in their own cognitive and linguistic development" comes from the students' response to the rubrics we used to evaluate their handwritten letters. The students first had to evaluate their work on the first letter concerning parts of the letter, ideas expressed and clarity of English writing. They had to circle from one to five, with five being the best of how they felt about each section. Initially, there seemed to be confusion among the students about what to put down as their score, since they wanted to receive the most points possible. However, I explained that these "scores" were not really for points, they were to help the students think about their best work or where they could improve.

After this clarification, I believe the students' responses became more accurate and reflective of their writing. The second rubric was for their second letter and had a specific area for where they improved compared to the first letter. I had the students evaluate their second letters and then had them compare the two rubrics and see where

they improved and why they felt like they did. By this point the students had multiple experiences of using reflection to assess their work.

The following table breaks down each of the rubrics and compares their first evaluation with their second Table 10.3. The table shows that the students had to analyze their letters as well as reflect on their writing, by answering how they either improved or what areas actually went down. April scored herself higher in the second evaluation and we can see that she did this because she took the time to answer all of her pen pals' questions "all answers" and she now has a sense of accomplishment and pride within her writing, "writing because I good at". There were also students who scored themselves lower on this letter than the first and had to answer "why" and think about why they, themselves, did not think they did a better job.

**Table 10.3 Student Self Evaluations for Writing Letters**

Student	First Evaluation	Second Evaluation
Trevor	5 Parts of a Friendly Letter : 5 Ideas and Questions : 4 Voice (Writing and English): 4	5 Parts of a Friendly Letter : 5 Ideas and Questions : 4 Voice (Writing and English): 5 Improvement: "Improved in writing."
April	5 Parts of a Friendly Letter : 5 Ideas and Questions : 4 Voice (Writing and English): 5	5 Parts of a Friendly Letter : 5 Ideas and Questions : 5 Voice (Writing and English): 4 Improvement : "all answers writing because I good at"
Gail	5 Parts of a Friendly Letter : 5 Ideas and Questions : 5 Voice (Writing and English): 4	5 Parts of a Friendly Letter : 5 Ideas and Questions : 5 Voice (Writing and English): 1 Improvement: "my writing is not nice"
Britney	5 Parts of a Friendly Letter : 5 Ideas and Questions : 5 Voice (Writing and English): 3	5 Parts of a Friendly Letter : 5 Ideas and Questions : 5 Voice (Writing and English): 5 Improvement: "my writing improved!"
David	5 Parts of a Friendly Letter : 5 Ideas and Questions : 5 Voice (Writing and English): 4	5 Parts of a Friendly Letter : 5 Ideas and Questions : 5 Voice (Writing and English): 3 Improvement: "because cursive writing confuses people"
Elizabeth	5 Parts of a Friendly Letter : 5 Ideas and Questions : 3 Voice (Writing and English): 4	5 Parts of a Friendly Letter : 5 Ideas and Questions : 5 Voice (Writing and English): 4 Improvement: "because I finished 5 parts, I asked more questions and he asked me more question, I answered his question and hers too"

Overall, I believe that my curriculum was successful and satisfied the expected goals as well as some additional ones. The curriculum's results are remarkable based on the evidence I collected and recorded that reflects the students' success and achievement of the goals created. The students demonstrated their understanding of metalinguistic awareness of ASL and English and increased their proficiency in reading and writing. In addition to the measurable skills, the students also gain confidence in reading and writing, and benefited from developing relationships with classmates and deaf peers.

## **XI. Conclusion**

I was excited to introduce the digital aspect to a pen pal program to my deaf students because it was something new and I had strong feelings about utilizing in the classroom as a bilingual tool. It seemed plausible that this curriculum would enhance my students' reading and writing of English through a social connection within someone else whose primary language was ASL. Finding and coordinating this curriculum with a cooperating teacher took a lot of time before the curriculum was even finalized.

In hindsight, there might be some things I would have changed to enhance the student's learning or make the flow smoother, but overall it was a learning experience. For example, I would make sure that the cooperating teacher and I are on the same page about timelines and corresponding. However even this taught me an important lesson about how to teach with backup plans and modifications when the curriculum or plan A is not successful. There were many lessons in the curriculum that are there in case the students have no background knowledge or experience with a pen pal or writing letters. Thus, I would leave these in and use them if necessary. I want to have the students be more involved in the editing process themselves, even if this is through ASL editing or letter editing with more emphasize on student voice.

Professionally, I think it was an amazing learning experience because I found an idea I was passionate about and saw that passion equally reflected in my students. I took this idea and created an entire curriculum that followed common core standards and taught it within a classroom. I can actually say that it is a successful curriculum

that additional teachers want to implement within their classrooms. What was so unique about this experience is that it was not centered within the classroom. At the same time, a residential school in a different state was going through the same activities and sharing the same experiences. This curriculum also put me in contact not only with my corresponding teacher, but their principal as well as my schools technology department and ASL teacher. All of these individuals helped to shape the curriculum into a thriving activity.

My internship was such an amazing opportunity and a wonderful experience. When I first began my twelve weeks I was nervous that my curriculum was too ambitious as it centered on over twenty lessons and required the participation of another teacher and class. During the course of implementation, I had many moments of success as well as some trials, but each moment was an opportunity for learning. I exposed the students to reading, writing and peer interaction through a technological pen pal program. I watched my students as they shared information about themselves and things they were passionate about to develop a relationship with someone they had never met. Even though like many of today's students, they are technically savvy, it was wonderful to show them different ways to use technology, how technology has changed not over time and changed the course of people's interactions. I was able to see my students grow in their social relationships by working as a group, caring about their pen pal and supporting one another. I also saw some students break free from the peer cliques that are so domineering in third grade. I believe aspects of this curriculum can be modified and utilized in a variety of classrooms regardless of

hearing ability. I have been asked by my supervising teacher to conduct the pen pal program with her next year, when I begin teaching my own third grade classroom. I believe that a veteran teacher wanting to participate in this curriculum is just another example of how this curriculum was successful.

## References

- Allen, B. (1998). Learning Together: ASL-English Bilingual-Bicultural Early Childhood Classroom. *Claremont Reading Conference* (pp. 78-90). Claremont: Claremont Graduate University.
- Bandura, A. (1977). Self-efficacy: Towards a unifying theory of behavior change. *Psychological Review*, 84, 191-215.
- Barksdale, M. A., Park, E. S., & Watson, C. (2007, Sept). Pen Pal Letter Exchanges: Taking First Steps toward Developing Cultural Understandings . *The Reading Teacher*, 61(1), 58-68. Retrieved Nov 19, 2012, from [www.jstor.org/stable/20204551](http://www.jstor.org/stable/20204551)
- Brainsfield, J. (1984). *Preparing Teachers for a Changing World: What Teachers Should Learn and Be able to Do* . Jossey-Bass .
- Cerney, J. (2007). *Deaf Education in America: Voices of Children from Inclusion* . Gallaudet University Press .
- Cummins, J. (1986, February ). Empowering Minority Students: A framework for Intervention . *Harvard Educational Review*, 56(1), 18-56.
- Deci, E., & Ryan, R. M. (1985). *Intrinsic Motivation and Self-Determination in Human Behavior*. New York: Plenum Press.
- Ehrmann, S. (1999, October). Technology's Grand Challenges. *Academe*, 85(5), 42-46. Retrieved Nov 11, 2012, from [www.jstor.org/stable/40251768](http://www.jstor.org/stable/40251768)
- Erting, C. &. (1997). Becoming bilingual: Facilitating English literacy development using ASL in preschool. *Sharing Ideas*.
- Foster, L. (1989). Breaking down racial isolation. *Educational Leadership*, 47, 76-77.
- Greenberg, P. (2011). *Bringing Home Into the Classroom*. Retrieved from Scholastic/Teachers: <http://www.scholastic.com/teachers/article/bringing-home-classroom>
- Grosjean, F. (1992). Another view of bilingualism. In *Cognitive Processing in Bilinguals* (pp. 51-62). Elsevier Science Publishers .



- Hakuta, K. &. (1985). The relationship between degree of bilingualism and cognitive ability: A critical discussion and some new longitudinal data. (K. E. Nelson, Ed.) *Children's language*, 5, 319-345.
- Hamers, J. (1998). Cognitive and language development of bilingual children. In *Cultural and Language Diversity and the Deaf Experience* (pp. 51-75). Cambridge University Press.
- Humphries, T., & MacDougall, F. (2002, Fall-Winter). "Chaining" and other links-making connections between American Sign Language and English in Two Types of School Settings. *Anthrosource*, 15(2).
- Hutchinson, L. R., Perry, N. E., & Philips, L. (2006). Preparing student teachers to support for self-regulated learning. *Elementary School Journal*, 106, 237-254.
- Jabali, J. A. (2009). *Picture This: Developing Deaf Students' ASL and Written English Through Picture Journals*. UCSD, Bilingual Education, San Diego .
- Krashen, S. (1981). Bilingual education and second language acquisition theory. *Schooling and language minority students: A theoretical framework* , 51-79.
- Levin, J.A., Rodgers, A., Waugh, M & Smith, K. (1989) *Observations on electronic networks; appropriate activities for learning*. *Computing Teacher*, 16, 17-19
- Livingston, S. (1997). *Rethinking the Education of Deaf Students*. Portsmouth, NH: Heinemann.
- Mayer, C., & Wells, G. (1996). Can the linguistic interdependence theory support a bilingual-bicultural model of literacy education for deaf students? *Journal of Deaf Studies and Deaf Education*, 1(2), 93-106.
- Moore, D. (1996). *Educating the deaf*. Washington, DC: Gallaudet University Press.
- Mueller, V., & Hurtig, R. (2010). Technology-Enhanced Shared Reading with Deaf and Hard of Hearing Children: The Role of a Fluent Signing Narrator. *Journal of Deaf Studies and Deaf Education*, 15(1), 72-101.
- Padden, C., & Humphries, T. (2005). *Inside Deaf Culture*. United States of America: First Harvard University Press.
- Phillips, B. (1994, December). Electronic Mail Pen Pals. *Hispania*, 77(4), 890-891. Retrieved November 11, 2012

- Rankin, J. (1992, November). Connecting Literacy Learners: A Pen Pal Project. *The Reading Teacher*, 46(3), 204-214. Retrieved Nov 11, 2012
- Rao, A. (2012, March 10). *10 Educational Technology Quotes*. Retrieved October 30, 2012, from Teach Bytes: <http://teachbytes.com/2012/03/01/10-educational-technology-quotes/>
- Rao, A. (2012, March 10). *10 Educational Technology Quotes*. Retrieved October 30, 2012, from TeachBytes: <http://teachbytes.com/2012/03/01/10-educational-technology-quotes/>
- Roman-Perez, R. (2003, July-August). Whatever Works: Electronic Chicken Soup for Reluctant ESL Writers. *The Clearing House* 76(6), 310-314. Retrieved Nov 11, 2012
- Sanne. (2011). *Threshold theory*. Retrieved from <<http://www.lessonsense.com/>>.
- Singleton, J., Supalla, S., & Schley, S. (1998). From sign to word: considering modality constraints in ASL/English bilingual education. *Topics in Language Disorders*, 18(4), 16-29.
- Strong, M., & Prinz, M. (1997). A study of the relationship between American Sign Language and English literacy. *Journal of Deaf Studies and Deaf Education*, 2(1).
- Tenery, M. (2005). Funds of knowledge: Theorizing practices in households, communities, and classroom.

## **Appendix: The Curriculum**

## An Overview of the Curriculum

### **Unit 1: Introduction to a Pen Pal**

- ❖ Unit Summary
- ❖ Teacher Rubric
- ❖ Lesson 1: Introduction to a Digital Pen Pal
  - Lesson
  - Pen Pal Quiz
- ❖ Lesson 2: Examples of a Pen Pal
  - Lesson
  - Thinking Questions
  - Comparison Chart
- ❖ Lesson 3: Introduction Ideas and Voice
  - Lesson
  - Examples of Ideas and Voice
- ❖ Lesson 4: Video for Pen Pal School

### **Unit 2: Letter Writing**

- ❖ Unit Summary
- ❖ Teacher Rubric
  
- ❖ Lesson 1: Building Letter Writing Background
  - Lesson
  - Sentence Frames
- ❖ Lesson 2: Five Parts of a Friendly Letter
  - Lesson
  - Power Point Slides
  - Handouts
- ❖ Lesson 3: Narrative
- ❖ Lesson 4: Brainstorming Ideas
  - Lesson
  - Handout
- ❖ Lesson 5: Writing the First Letter
  - Lesson
  - Graphic Organizer

- ❖ Lesson 6: Letter Revision
  - Lesson
  - Self Evaluation Handout

- ❖ Lesson 7: Letter Reflection
  - Lesson
  - Thinking Questions

Unit 3: Exploring Electronics
-------------------------------

- ❖ Unit Summary

- ❖ Teacher Rubric

- ❖ Lesson A: Reading and Drafting a Response
  - Lesson
  - Self Evaluation Handout

- ❖ Lesson 1: Introduction to New Technology
  - Lesson
  - Quickwrite

- ❖ Lesson 2: Exploring Email

- ❖ Lesson 3: Writing a Class Email
  - Lesson
  - Comparison Handout

- ❖ Lesson 4: Topics for Video Conferencing
  - Lesson
  - Topics Handout

- ❖ Lesson 5: Video Conferencing
  - Lesson
  - Thinking Questions

- ❖ Lesson 6: Video Conferencing Reflection

Lesson  
Thinking Questions

Unit 4: Reflective Journaling
-------------------------------

- ❖ Unit Summary
- ❖ Teacher Rubric
- ❖ Lesson 1: Reflection-Technology
  - Lesson
  - Graphic Organizer
- ❖ Lesson 2: Reflection- Pen Pal
  - Lesson
  - Graphic Organizer
- ❖ Lesson 3- Reflection- My Thoughts
  - Lesson
  - Graphic Organizer
- ❖ Lesson 4: Pen Pal Project Presentation
  - Lesson
  - Presentation Rubric

**Lesson Plan Template****Unit Number- Lesson Number****Lesson Title****Time:** Length of Lesson

**Helpful Hints:** Here, teachers will find the main point of this particular lesson and how it applies to the larger unit. This is a section for teachers to look at before teaching the lesson and suggests materials that could be made or technology tested before teaching the lesson.

**Goal:** the goal or whole point of the lesson and what the lesson focuses on pertaining to the larger thesis agenda.

**Content Standards Addressed:**

- California state standards for the grade

**Objective:** What the students will linguistically and contextually do throughout the lesson and the objectives the students will complete by the end. There is a **context objective** and a **language objective** specific to this lesson.

**Materials:**

- Materials needed for the lessons

**Launch:** Introduction for the lesson and the “hook” for the teacher to engaged the students will.

**Procedure:** Step by Step instructions for the lesson and activities. Teachers can either follow or modify this for their particular class.

**Wrap Up:** The ending of the lesson and the transition to the upcoming lesson.

**Assessment:** Various tools for the teacher to use such as teacher observations, student artifacts or various rubrics to asses if the students met the objective for the lesson.

**Modifications/Challenges/ Extensions:** Modifications for adapting instruction and classroom set up. Also extensions for students who will need something more before the start of the next lesson.

## Unit 1 ~ Introduction to a Pen Pal

The unit is composed of four to five lessons. Some of the lessons can be taught as whole group or launched as whole group and completed in centers or rotations. The lessons are structured in a specific order, however if you feel your students are already showing a mastery of subject material, then lessons can be condensed.

<p><b>Lesson 1</b>  <b>Introduction to a Pen Pal Program</b>  <i>Whole Group</i></p> <p>This lesson/unit launches the entire Pen Pal Program for the students, giving them an overview of the process and technology used.</p> <p><i>Goal:</i> to increase students understanding and appreciation of technological impact on social interactions</p> <p><i>Objective:</i> viewing a prezi Presentation, students will identify what makes someone a pen pal and explain the components of a digital pen pal program.</p>	<p><b>Lesson 2</b>  <b>Examples of a Pen Pal</b>  <i>Whole Group and/or Centers</i></p> <p>This lesson looks at children’s literature for examples of a pen pal and what writing to a pen pal actually means</p> <p><i>Goal:</i> to engage the students in their own language and cognitive development</p> <p><i>Objective:</i> Students will draw conclusions about pen pals and letter writing by examining various literary sources to compare and contrast different examples of pen pals and writing letters in a graphic organizer.</p>
<p><b>Lesson 3</b>  <b>Introduction of “Ideas” and “Voice”</b>  <i>Whole Group and/or Centers</i>  <i>This Lesson could be split over two days</i></p> <p>This lesson presents the students to the general writing traits that will be the major focus for the project: generating ideas and finding your voice.</p> <p><i>Goal:</i> to motivate students in their writing and ASL development</p> <p><i>Objective:</i> Students will evaluate the ideas (what makes up the main content of writing) and use of voice (writer’s singular style) in various stages or writing as measured by the use of rubrics and improving upon a teacher’s sample.</p>	<p><b>Lesson 4</b>  <b>Introductory Video of School</b>  <i>Whole Group and/or Centers</i></p> <p>In this lesson, the students will visualize one thing about their school and collaborate to make a video describing their school which will be sent to the pen pals. This is only describing the school and not the individual students.</p> <p><i>Goal:</i> to increase students understanding and appreciation of technology ‘s impact on social interactions and to engage students in their own language and cognitive developmental process</p> <p><i>Objective:</i> Students will formulate an expressive sentence or short concept describing their school to share with their pen pal school as measured by their addition to an introductory video.</p>



*Unit 1: Teacher Rubric for Gauging Student Work and Participation*

	April	Trevor	David	Gail	Elizabeth	Britney
Identifies what makes someone a pen pal						
Knows components of a digital pen pal program						
Completed Pen Pal Comparison Chart						
Evaluates writing based on clarity of ideas						
Evaluates writing based on strength of writers voice						
Created a descriptive sentence of school for ASL Video						
Participation in class and on coursework						
Ability to work independently						
Ability to work with a group or partner						
	E (excellent)	S (Satisfactory)	NI (Needs Improvement)	GW (Great Work- everything is correct/neat and finished)	O (okay- some things are incorrect and a little messy)	SD (Still developing - incorrect, very messy and incomplete )

## Unit 1- Lesson 2

### Examples of a Pen Pal

#### Time:

#### Helpful Hints:

- This unit launches the entire Pen Pal Program for the students, and this unit focuses on showcasing how technology will be a part of the program. This lesson uses a PREZI presentation, so it is important to make sure that you are able to show this presentation to your class. You can either bring it up online before the presentation or have as saved version on your computer. The lesson, focuses on walking through the presentation which describes the entire program.
- The link to the Prezi is: [http://prezi.com/baaa-66u2u8b/digital-dhh-pen-pal-program/?utm\\_campaign=gro&utm\\_medium=email&utm\\_source=em0shvwpu](http://prezi.com/baaa-66u2u8b/digital-dhh-pen-pal-program/?utm_campaign=gro&utm_medium=email&utm_source=em0shvwpu)
- Partner Talk: this means having the students turn to their partner (either someone next to them, at their table or their elbow partner-someone who sits next to them) and engage in talk about a specific topic or question using ASL.

**Goal:** Increase students understanding and appreciation of technological impact on social interactions.

#### Content Standards Addressed: California Common Core Language Arts

- **Reading: Integration of Knowledge and Ideas-** (7) Use Information gained from illustrations and the words in a text to demonstrate understanding of the text.
- **Speaking and Listening: Comprehension and Collaboration-** (2) Determine the main ideas and supporting details of information presented in diverse media formats.

#### Objective

- **Content-** Viewing a Prezi Presentation, students will identify what makes someone a pen pal and explain the components of the digital pen pal program.
- **Language-** Students will define the characteristics of a pen pal and summarize the different aspects of the digital pen pal program orally through ASL.

#### Materials:

- Prezi Presentation of “Digital DHH Pen Pal Program”
- Overhead or Projector with a Whiteboard or Paper for writing

**Launch:** Explain that today we are going to begin a new activity that will last a few weeks- a Pen Pal Project. Write the word Pen Pal on a white board. *Ask the students if they know what defines or makes someone a Pen Pal.* Provide thinking time and then ask for student ideas. Write the student responses under or around the word. After the students finish sharing their responses, explain that:

- A Pen Pal is someone who lives in a separate place than you, who you corresponded with by letters or writing.

After defining what a pen pal is explain that each of the students is going to become a pen pal for another deaf student, someone they have never met before and will be writing letters back and forth. But explain to the students that this pen pal program will be something different because we are going to make it a Digital Pen Pal Program, which means that the students are going to use many different forms of technology.

**Procedure:** *Ask the students what “technology” means and allow for think time.*

Explain that technology is the use of tools, machines and systems to solve a problem, attain a goal and control environments. Write the words “Communication Technology” on the board and *ask the students to think of some different ways that people use different technology to use to communicate.* Possible answers: letters, email, computers, videophones, pagers, cell phones, texting. Explain that in our Pen Pal Program we are going to use different types of technology : letters, email, videos and the internet.

Bring up the Prezi PowerPoint for your students and being to walk through the different aspects of the project. The numbered lines represent the slides that will be on the screen and the bulleted lines are things to explain to the students such as questions to ask for comprehension, and different aspects or requirements of the program.

#### 1) Overview: We are going to engage in a Digital Pen Pal Program

- *Ask What does this mean we are going to use in our program? Technology.*

#### 2) Who Is a Pen Pal

- *Ask the students who is someone that is a pen pal from the prior discussion.*

#### 3) A Person Who...

- Read through the various components that classifies someone as a pen pal.
- *Ask the students if they have ever been a pen pal before and to whom?*

#### 4) Map

- Explain that our pen pals will be other third graders in a different residential school. While we are located in California our pen pals will be in Minnesota.
- *Ask the students to count (estimate) how many states are between us and our pen pals.*

#### 5) CSDR

- Highlight that this is a picture of our school here

#### 6) Minnesota State Academy for the Deaf

- Highlight that this is a picture of our pen pal school

#### 7) A Pen Pal Program

- Explain that for our program there are going to be three different phases

#### 8) Letter Writing

- Explain that the first part of our program is going to be looking at letter writing as communicating. We will discuss letter format and brainstorm different topics to talk about. Then we will write and edit letters before sending them out, and lastly write in our reflective journals.
- Explain that throughout the program we are going to write our different feelings and thoughts about it in our journals.

#### 9) Emails

- After writing letters, the next step is writing emails, which is a written and sent through the computer. In this part we will talk about and compare the different changes in technology.

#### 10) Videos

- Next come s making a full video for our pen pal in which nothing will be written down, instead all of it will be tapped and edited in a video format.

#### 11) Chatting

- The last part of the program will be a live chatting session with our pen pals, where you will get to see them face to face through web cameras.
- After this session, you will make a presentation about your experience (using what you wrote down in your reflective journal) and share some information that you learned about your pen pal.

#### 12) Overview

- For our digital project the focus is on using communication technology to build a relationship with our pen pal. Everything that you create (your letters, emails and videos) will be self edited before being sent out, and you will use rubrics for your work. You will get to decide what you want to talk about with your pen pal and you must send at least one form of each to your pen pal (letter, email and video) but if you want to send, more you can.

Since you just presented the students with a general overview of the program, have the students talk to one another about any questions they have or feelings about the program. Allow them some partner discussion time, and then call them back to clarify any questions or confusion still.

**Wrap Up:** Ask the students how they feel about participating in such a program, are they excited? Or nervous? Ask the students if they can answer the following questions:

- Who is a pen pal-
  -
- What is a digital pen pal program-
- Who can describe one communication technology we will use in our pen pal program-
- What is the reflective presentation about-

**Assessment:**

- **Formative:** teacher will monitor student understanding through open-ended questions during the activity and students engage and stay on topic during the partner talk.
- **Summative:** students will define a pen pal and summarize the aspects of the digital pen pal program.

**Modifications/Challenges/ Extensions:**

Encourage students to participate through whole class discussion, partner talks and individual discovery provides for gradual release of responsibility. Using reminding language and student let discussion to facilitate appropriate behavior during the activity and partner talk. Have a visual presentation that lists the different aspects helps the students stay focused on the lesson. All of the discussion is done through ASL which is the students natural language. Teacher will rephrase and re-ask questions if needed. The lesson is academically accessible to all students

Name \_\_\_\_\_  
\_\_\_\_\_

Date

### Pen Pal Questions

1. A Pen Pal is someone who:
  - a. lives next door to you and you play with
  - b. you see every day and chat in person
  - c. lives in a different place than you and you write letters back and forth
  
2. In a digital pen pal program:
  - a. You only use letters to talk with your pen pal
  - b. You use different types of technology to talk with your pen pal
  - c. You send your pen pal drawings you made

## Unit 1- Lesson 2

### Examples of a Pen Pal

#### Time:

#### Helpful Hints:

- This unit looks at children’s literature for examples of a pen pal and what writing to a pen pal actually means.
- The students will examine their books for clues as to a pen pal and letter writing and will create a graphic organizer.
- In this lesson, you will read passages from different children’s literature to show the students some examples of how the pen pal program will work.
- The comparison chart is created with 4 books, you can separate your class into 3 groups and use one as a model, or model from one book and have 4 groups. I would suggest reading Pen Pals by Joan Holub to the class and model writing down the information. Since you want the students to be able to examine their own resources, do not read the entire book, instead focus on the following pages: 5-7, 10-17, 21-22, 30, 38-98
- If you need more groups, you can add some additional pen pal examples, such as *Dear Juno* by Soyung Pak or Arthur and the Pen-Pal Playoff by Marc Brown
- Rather than grouping the students into homogeneous reading level groups, it would be better to break them into heterogeneous groups. It would also be a good idea to look at the book samples and assign them to specific groups.
- For changing into a center:** continue with the activity as a read aloud, but the activity can be done at a separate time. After you have read aloud and filled out the information on the chart as a class, the rest can be completed in a center. If you have each group at the center look at one of the books and fill out the paper in a specific pen color, you can make one completed class graph, that you can discuss at a later date, or photo copy for the students.

**Goal:** engage the students in their own language and cognitive developmental process.

#### Content Standards Addressed: California Common Core Language Arts

- Reading: Integration of Knowledge and Ideas-** (9) Compare and contrast the most important points and key details presented in two texts on the same topic
- Writing: Research to Build and Present Knowledge-** (8) Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

#### Objective

- Content-** Students will draw conclusions about pen pals and letter writing by examining various literary sources to compare and contrast different examples of pen pals and writing letters in a graphic organizer.

- **Language-** Students will discuss prior knowledge with partners in ASL and find supporting information in English literary books. Upon completing their section, students will share their findings with their classmates.
- 

**Materials:**

- Copy of Pen Pals by Joan Holub
- Copy of Arthur's Pen Pal by Lillian Hoban
- Copy of Dear Annie by Judith Caseley
- Copy of Dear Mr. Blueberry
- (Possible scans for students to work with)
- Overhead or Projector to show students pictures/story
- Comparison chart for each student and one for the teacher
- Thinking Questions Printed or placed on the board/overhead-
  - *What defines a pen pal, who are the pen pals in their books, do they already have a special relationship?*
  - *Why are they writing letters, is it for school, for fun?*
  - *What do they say in the letters? What do they talk about?*

**Launch:** Explain that yesterday as a class we started discussing what is a pen pal, what makes up a pen pal program, and how to incorporate technology into a pen pal program. Today we are going to look at different examples in literature to help us before we start writing to our own pen pal. You are going to work in groups and present to the rest of your classmates what you found.

**Procedure:** Place an example of the Comparison Chart on the overhead for the students to see. Read off the titles of the books and their authors, emphasizing that each group will be responsible for their book and then present their information to the others. Explain that the first section is where they write down the information regarding a pen pal.

- *What defines a pen pal, who are the pen pals in their books, do they already have a special relationship?*

The second section is for information regarding the writing of the letters.

- *Why are they writing letters, is it for school, for fun?*
- *What do they say in the letters? What do they talk about?*

Place Pen Pals by Joan Holub on the overhead or show to the class and explain that this is one of the books we are going to compare. By just looking at the title page of the story, ask the students:

- *What can you infer about either a pen pal or a writing letters? Since the girl is placing a letter into a box labeled Pen Pal mailbox, I know that she will be mailing the letters, so this pen pal program is a letter writing one.*
- Since you want the students to be able to examine their own resources, do not read the entire book, instead focus on the following pages: 5-7, 10-17, 21-22, 30, 38-39



- After reading the first few pages, stop and ask the students if they have any insight into who the pen pals are and the purpose of writing the letters. Possible things to highlight:
  - *Going to write letters back and forth, with school, so it is done within school.*
  - *They had brainstormed different things to write to their pen pals: stating their names, where they go to school, what grade they are in, sharing an interest and asking a question.*
  - *It took about a week to get a response from the pen pal*
  - *Disappointment of having a pen pal that is a boy or girl and how we should handle it, aka we are not allowed to switch pen pals.*
- Things to highlight from page 21 on...
  - *Topics to discuss: pets, what you did on summer vacation or winter vacation, your likes and dislikes, complementing your pen pal*
  - *Drawing pictures for pen pals*

After you have finished your read-aloud and discussion, bring the comparison chart back up to the board, and ask the students what we learned about pen pals from reading this book

- Pen Pals can be students in school, sometimes they can be the same as you and sometimes different
- When writing letters you should ask questions and share some things about your likes and dislikes, you should not be mean to your pen pal in your writing.

The following can be modified to a center or rotation activity:

Fill out this information and what the students suggest on your chart, allow them time to write in on their own as well.

After the students have finished remind them, that they are going to work in groups to read the specific sections of the books and write out the information they discovered. Emphasis that the first part of the project is to read just like we did as a class. They can stop here and there and discuss, but the reading should be done first. Then the students begin to fill out their chart and think about how they are going to explain their sections to their classmates. Remind them as they read to keep in mind the "Thinking Questions" that you discussed at the beginning and have now placed on the board/overhead. Release the students to work in their groups (arranged by you) with that groups assigned book. Walk around the groups looking for any confusion and clarifying and misunderstandings with vocabulary and sentences. Also make sure the students are sharing the work and participating in the activity.

Place time reminds on the board or announce to the students so they know how much time they have left to finish reading, discussing and completing the chart. Once time has passed, bring the students back together and have a member of each group present on their findings. After they have finished summarize and write down

the information in the chart. By the end the students should have a completed chart and compared resources about pen pals and writing letters.

**Wrap Up:** Once the chart is completed ask the students if they feel like they have a firm grasp on the definition of who a pen pal is and what a pen pal program is. Explain that is important because starting soon we are going to begin writing our first letters.

**Assessment:**

- **Formative:** teacher will monitor student understanding through open-ended questions during the activity and students engage and stay on topic during the partner talk.
- **Summative:** students will draw information from literary sources and compile a chart about pen pals and a pen pal program.

**Modifications/Challenges/ Extensions:**

Encourage students to participate through whole class discussion, partner talks and individual discovery provides for gradual release of responsibility. Using reminding language and student led discussion to facilitate appropriate behavior during the activity and partner talk. Have a visual presentation that lists the different aspects helps the students stay focused on the lesson. Modeling the activity first allows for the students to understand what they are looking for. You could pull a wide range of books for students at a range of levels and still have them engage in the activity. All of the discussion is done through ASL which is the students natural language and written down in English. The lesson ask the students to read English and then be able to explain what they read and draw information from it. Teacher will rephrase and re-ask questions if needed. The lesson is academically accessible to all students

# Thinking Questions

What Defines a Pen Pal?

Who are the Pen Pals in the books?

Do the people already have a special relationship?

Why are they writing letters, is it for school/fun?

What do they say in the letters?

What do they talk about?

<b>Title</b>	<u>Pen Pals</u> by Joan Holub	<u>Dear Annie</u> by Judith Caseley	<u>Arthur's Pen Pal</u> by Lillian Hoban
<b>Pen Pal</b>			
<b>Writing Letters</b>			

## Unit 1- Lesson 3

### Introduction of Ideas and Voice

#### Time:

#### Helpful Hints:

- This unit presents the students to the general writing traits that will be the major focus for the project: generating ideas and finding your voice. This is the overview of the ideas, and more specific lessons will be implemented in unit 2 during the writing stages.
- The ideas and rubrics come from 6 + 1 Traits of Writing by Ruth Culham.
- The sample writing has been modified from the book, however the full text can be found on the following pages
  - Cat/Dog (42), and Zeena/Marshmallows (48)
- If time does not allow to discuss both “ideas” and “voice” then there is a natural stopping place after ideas. “Voice” could be picked up later in the day, or even the following day.
- For changing into Centers: Explain the concept of ideas and show the students the grading scale, but have them work at the center to grade the paper and explain why. Do the same thing for voice, with the students using the individual center to apply their grading scale and change the writing to add more.

**Goal:** to motivate students in their writing and ASL development

**Content Standards Addressed:** California Common Core Language Arts

- Reading: Integration of knowledge and ideas-** (9) Compare and contrast the most important points and key details presented in two texts
- Language: Knowledge of language-** (3) Use knowledge of language and its conventions when writing, speaking, reading or listening.

#### Objective

- Content-** Students will evaluate the ideas(what makes up the main content of writing) and use of voice (writer’s singular style) in various stages of writing as measured by the use of rubrics and improving upon a teacher sample.
- Language-** Students will look for the use of voice and ideas within English written samples and then through partner discussion will use the appropriate ASL signs and expressions to improve about the writing samples.

#### Materials:

- |   |  |
|---|--|
| <input type="checkbox"/> “Ideas” overhead   | <input type="checkbox"/> Copy or Print out of “Cat/Dog”              |
| <input type="checkbox"/> Copy of Student Friendly Scoring Guides from <u>6+ 1 Traits of Writing</u> by Ruth Culham for: “Ideas” and “Voice” for each student and a classroom copy | <input type="checkbox"/> Copy or Print out of “Marshmallows”         |
|   | <input type="checkbox"/> Copy or Print out of “Letter”               |
| <input type="checkbox"/> Overhead projector and white board or other writing  | <input type="checkbox"/> Copy or Print out of “One Day I Was Riding” |

**Launch:** Ask the students what have we discovered so far about a pen pal program? Accept student answers but highlight: *so far we know that a pen pal program consists of writing. Writing to our pen pals involve sharing different ideas and information as well as making sure our pen pals can understand what we are saying and understand a little about who we are even though they have never met us. This is why for our project it is so important to keep in mind two things when you write letters or create videos for our pen pals: Generating Ideas and Using Voice*

**Procedure:** Place the “Ideas” overhead on the board, but do not show the students the definition.

- Ask the students, what is an idea? (Answer: idea is the thought or suggestion to a possible course of action) Highlight to the students that an idea is a thought or suggestion.*
- Ask the students how is an idea used with writing? (Ideas give us, the writing something to write about, to describe, to explain or talk about) It is these ideas or thoughts that we have, that get put down in writing or told through ASL.*
- Do you think it is important to have a clear idea when writing? (Having a clear idea, helps makes the overall message and writing clear for those reading or seeing it)*
- How do you think we use ideas in our writing? (As writers we must first select or think of an idea, then narrow and focus the idea down and add details to that one idea. Writing with a clear idea, allows for our writing to become alive and we can describe bits of ordinary life in extraordinary ways).*

As you walk through the above questions and discussions with the students, being to reveal the definitions on the “Ideas” overhead and add any more that you come up with the students.

Explain to the students that during the pen pal program, is it extremely important for them to be able to think of different and clear ideas when writing to their pen pals. Ideas allow us to think about what we want to share with our pen pal. To make sure that our ideas are clear in our writing we are going to use scoring guides to help us. Place the scoring guide for “ideas” on the overhead and being to explain the different parts of the guide.

- Ask the students what they see on the paper. There is an arrow with the numbers 1 to 5 on it.*
- What do you think the number 1 represents? Since the numbers and arrows are going up from one to five, the one must mean that this is the starting place.*
- So when you have a score of a five on your letter, do you think it is ready and has great ideas?*
- Point out the writing around the numbers. Explain that this language and phrases can help us find where our writing is and help us find areas of strengths and weakness in our own writing. At the beginning 1 stage, what do you see?*

- I need more time to think, the picture is not very clear, I'm not sure what my topic is. These are show us that the idea is not very clear in our writing yet and we need to work on making it clearer.
- *At stage 5, what do you think about your writing at that stage?*
  - Your ideas are clear, they make sense and it has good juicy details.

Pass out a sample to the students and allow them a few moments to look through the scoring guides, asking any clarifying questions.

Explain that the students are going to use these score sheets to score their own writing, but practice scoring some examples. (this could be turned into a center for literary rotations).

Place the overhead or example of "Cat/Dog" and read it to the class. Model the process of evaluating the writing for ideas by using a think aloud:

- *Does the writing have a clear theme?* Well I know it is about cats/dogs, but I only know that because of the title, so the writing itself is not very clear about that.
- *Is there information missing that could help me understand the writing better?* Yes there is information missing and it is limited, and it is not fully explained.
- *Is the writing personal and full of details?* No the writing is not personal, the writing is not alive for the reader, and nothing seems more important than the other.
- *Is there any clear point to the writing?* No there is no clear point to the writing.

When you have finished modeling the think aloud, ask the students what they think the score should be on this writing. The answer is 1. Ask the students, *Does this make the writing bad?* No, it only means we need to go back and use our guides to help make things clear and full of details.

Now place the overhead or example of "Marshmallows" for the students to see and read through this writing. After you have finished reading the story, have the students turn to their partner to right, and give the piece of writing a scale (1-5) based on their guides.

Call the students back together and ask they what they graded the work and ask them to explain why, using the guide to justify their answers. The writing should be given a score of 5, because it is clear, focused and holds the reader's attention. The topic is narrowed down to one experience, and there are details to support the main idea.

- *Ask the students if they want to read more of the writing?* This is because the idea is so clear, it is as if you could taste the marshmallows yourself. This is what a good idea can do for writing, make it seem as if the writing is alive.

(If time does not allow, this is a good place to split up this lesson, and continue with "Voice" on a following day)

Place the “Voice” overhead on the board, but do not show the students the definition.

- *Ask the students, what is an voice? (Answer: voice is how you speak, or how you come across to people)*
- *Ask the students how is a voice used with writing? (Voice is how you as the writer, comes across to the reader. It is the how of you write, where the idea is the what of writing.)*
- *Do you think it is important to have a clear voice when writing? (Having a clear voice, allows you to get across your own style of writing, it is the personal part of you in the writing. It is through your voice that your reader feels something, feels an emotion).*

As you walk through the above questions and discussions with the students, being to reveal the definitions on the “Voice” overhead and add any more that you come up with the students.

Explain to your students that just like with “ideas” their writing voice is an important part of writing to their pen pal. Since they never get to meet their pen pal, they can only use these letters to show their personalities to their pen pals as well as express different emotions. When you cannot talk face to face with someone, it is important that your voice is heard through writing. Place the student guide for “voice” on the overhead and walk through it with the students.

The student should already have some familiarity of the set up of the system, but take the time to review the arrow and scale if need be. If the students are ready ask them:

- *When it comes to voice, what does a piece of writing that has a score of 5 look like? The reader gets a wonderfully full sense of who the writer is, it is directly speaking to the reader, the topic is important to the writer*
- *If a writing receives a score of 1 for voice, where are they starting out at? The reader can tell that the writer has no interest in the writing, the topic is boring and the writer is not represented in the writing,*
- *Highlight to the students that using voice, is about adding emotion into their writing.*

Just as with the idea exercise, we are going to use our guides to score some examples of voice in writing. Place the example of voice from P.S Longer Letter Later on the overhead. Explain that this is letter and ask the students to see if they can guess as to who is writing the letter and what they feel reading the letter.

- *It is a letter written from a girl to her best friend after moving away and the girls are both in seventh grade. Talk to the students about the voice of the writer, does she seem angry, sad, upset?*
- *What clues in the writing tell you how she feels: letter choice, use of capitalization and punctuation.*
- *Let’s use this letter and now look at the scale and see what it should be placed at. Give the students time to discuss this, but based on voice, the writing should be*



given a 4 or a 5, since it is very “the writer”, and is speaking directly to the reader, and it makes you have an emotion to it.

Now place on the overhead the copy of “One Day” on the board, and read it to the students just as it is (without adding extra emotion). Give the students time to study the writing and compare it on their grading scale. *Ask the students where it should fall on the grading scale:*

- It should receive a 1 because the author has only given a simple outline of events, there is no writing of moods, feelings or emotions. The writer is not connected to the audience and the writing is very little with little voice, there is no “highs or lows” and nothing but the facts.

Explain that this is a good start to the writing process for voice, and there is a clear idea here, a clear event of something that happened. Now we just have to add emotion and a voice to the piece.

Explain to the students that they are

- Going to work with a partner (or individually or as a group) and add “a voice” to this piece of English writing through ASL expression. After you and your partner have added enough emotion and made the story come alive, sign it to each other.
- It is very important to teacher model this! For example, for “one day I was riding my bike” I would sign it with a very “everyday, boring” expression on my face, as if to highlight that nothing was special about that day. I might also sign “YIKES” after stating that the guy came up to me, and add description about what the guy looked liked.
- Allow the students to practice their story with their partners and ask for a volunteer group.

**Wrap Up:** Have one of the students share their revision of the story to the group, as they are sharing their story, add their details to the written copy. If there is time have more students share and add any new details. At the end, look at the revised English copy of the story, that we enhanced through ASL exploration and have the student re-evaluate where they think the story now falls on the scale. Have the students hold up their hands to show you what number they think it should receive first based on “Voice” and then based on “Ideas”

Before you close the lesson, emphasize that these two traits, writing with clear ideas and a strong voice are going to be the focus on the revision of our letters, both written and done through ASL.

**Assessment:**

- **Formative:** teacher will monitor student understanding through open-ended questions during the activity and students engage and stay on topic during the partner talk.

- **Summative:** students will evaluate and grade various writing samples as well as improve upon an English writing sample through ASL descriptions.

**Modifications/Challenges/ Extensions:**

Encourage students to participate through whole class discussion, partner talks and individual discovery provides for gradual release of responsibility. Using reminding language and student led discussion to facilitate appropriate behavior during the activity and partner talk. Have a visual presentation that lists the different aspects helps the students stay focused on the lesson. Modeling the activity first allows for the students to understand what they are looking for. The students are able to see example of various writing samples and apply the same strategies to these as they will eventually do to their own work. All of the discussion is done through ASL which is the students natural language and written down in English. Teacher will rephrase and re-ask questions if needed. The lesson is academically accessible to all students

# 6 + 1 TRAITS

**Ideas:** Ideas make up the content of the piece of writing—the heart of the message.

**Organization:** Organization is the internal structure of the piece, the thread of meaning, the logical pattern of ideas.

**Voice:** Voice is the soul of the piece. It's what makes the writer's style singular, as his or her feelings and convictions come out through words.

**Word Choice:** Word choice is at its best when it includes the use of rich, colorful, precise language that moves and enlightens the reader.

**Sentence Fluency:** Sentence fluency is the flow of the language, the sentences create a word pattern.

**Conventions:** Conventions represent the piece's level of correctness—the extent to which the writer uses grammar and mechanics with precision.

+1. **Presentation:** presentation zeros in on the form and layout—how pleasing the piece is to the eye.

# IDEAS

Thoughts

Make up the content of the piece of writing

Is the heart of the message

Must have a good, clear idea for good, clear writing

Think of an idea, narrow it down and then add details

Can find ideas from **ANYTHING!!**

# VOICE

## Style

How you come across to others

The writers feelings come out in  
words and experienced by the  
reader

Personal part of writing

Express yourself

Comes across in word choice,  
punctuation and sentence content

## CAT/DOG

They eat their food. They have a place to sleep at. Their fur is soft. They are good pets. Their ways are alike. The pets are calm soft and good. When they are good they are good. They are nice in some ways. When they are good they are good.

# MARSHMALLOWS

My mom came home from the store one day and let me have a chocolate covered marshmallow. It was love at first bit. So lite, fluffy, chewy and slipped down my throat like a small piece of heaven. Just thinking about it makes me want to have another one until I recall what happened when I finished my last bag of those squishy delights.

## **ONE DAY I WAS RIDING**

One day I was riding my bike. A guy came up to me. He chased me into a dark alley. I rode it fast and he stopped to rest. I went home and called the police. They caught the guy.



# LETTER

September 7

Dear Sarah,

GIVE ME A BREAK!!!!!!!!!!!!!!

YOU KNOW THAT I DIDN'T  
WANT TO MOVE...THAT I WAS  
KIDNAPPED BY MY CHILD-  
LIKE-PARENTS... oh, okay...I  
know that it's not kidnapping if  
your parents want to move and  
their kid has to go with them...  
Anyway, it was soooooo weird  
not starting school with you.

## Unit 1- Lesson 4

### Introductory Video of School

#### Time:

#### Helpful Hints:

- In this lesson, the students will visualize one thing about their school. Collaborate to make a video and send this video to their pen pals.
- This video should not be long, maybe one minute per each student at the most. The purpose is have the students become excited for the program and sharing information with students in another state.
- Sentence Frames Premade:
  - Hi! We are from California School of the Deaf Riverside.
  - Our school has...
  - My favorite thing about this school is...
- For changing into Centers: Explain the concept to the entire class and then have them brainstorm their individual sentence/topic in a center and video them. Have the “thinking map” at the center so the students know what each other have already said and do not repeat the same information.

**Goal:** to increase students understanding and appreciation of technology’s impact on social interactions and to engage students in their own language and cognitive developmental process

#### Content Standards Addressed: California Common Core Language Arts

- Speaking and Listening: Presentation of Knowledge and Ideas-** (4) Report on a topic or text, tell a story ore recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

#### Objective

- Content-** Students will formulate an expressive sentence or short concept describing their school to share with their pen pal school as measured by their addition to an introductory video.
- Language-** Students will use clear, descriptive ASL signs and non-manual markers to describe their school for their pen pals after brainstorming their ideas.

#### Materials:

- Video camera, Ipad or some device to tape the students
- Chart Paper and Markers
- Sentence Frame

**Launch:** Explain that since we now know about what makes a pen pal and what is a pen pal program, we are going to start corresponding with our pen pals! Our pen pals know the name of our school and where our school is, but they do not know anything else about our school. Today we are going to send a video to our pen pals describing our school!

**Procedure:** Explain to the students that there are three reasons for making this video

1. To practice brainstorming ideas to share
2. To practice making a video/letter for our pen pal
3. To share something about our school and learn about our pen pal's school

It is important to highlight to the students that this video is about describing the school, and not themselves. They are not going to share their names or anything personal about themselves, unless it is about what they like about the school. All of this personal correspondence will be the center of their letters.

The first student will sign the "Intro Sentence" which is the first sentence frame: Hi, We are From the California School for the Deaf. This should not be signed exactly as written, but the spirit should be the same. After that the students will each sign a sentence/concept clearly, describing the school.

*Ask the following questions:*

- Who can model how we should be signing?* Look for examples of clear and slow signing. Let's practice. Have the students sign the first sentence slowly and clearly.
- Should we share our names or personal information?* Not at this point, this is only about sharing our school information. It will be fun to discover our pen pals through the program.
- What types of things should we tell about our school?*

At this point, show the students the two sentence frames and explain that they are going to think of either something the school has that makes it fun/special or their favorite thing about the school.

- Our school has...
- My favorite thing about this school is...

Give the students some processing time to think about what they want to share.

While they are thinking place your school's name in the middle of a bubble either on chart paper, white board or a paper on a projector

From this point on, the lesson can be separated into a center. The students leave the piece of paper with the ideas on it written in different colors. (each student uses one color, so they know what was their idea and not to repeat the same idea) There should be an adult to actually clarify with the student what their idea is, have them

practice and then video tape them. Call the students back together and ask them for things they want to share about the school. Use different colors for different student ideas, or write their initials next to the idea. Have all the suggestions, branch out from the center school name. Once the students have finished sharing their ideas, have them practice creating a full sentence/thought, either using the sentence frames or thinking.

Model this by taking one of the suggestions and just signing the suggestion. *Ask the students if this was a clear example?* Then use the suggestion either with the sentence frame or on as a full sentence and ask the student which one was better.

Have them practice their own sentences and when they feel comfortable video tape the students one at a time signing their description of the school or what they like about it. (It would be wonderful if you could tape them one after the other so it is all on the same shot/file, otherwise if you can, you can edit them into one file).

**Wrap Up:** Explain that you are going to send the video to the pen pal school, and we when we receive ours, we will watch and learn a little more about our pen pals. If you have time allow the students to watch the video and each other, or at least their own topic. Explain that the next unit will focus on our individual pen pal letters.

**Assessment:**

- Formative:** teacher will monitor student understanding through open-ended questions during the activity and students engage and stay on topic during their brainstorming.
- Summative:** Students will create and clearly sign a sentence/topic describing their school environment.

**Modifications/Challenges/ Extensions:**

Encourage students to participate through whole class discussion, partner talks and individual discovery provides for gradual release of responsibility. This lesson can be taught as a whole group or an individual center. Using reminding language and student let discussion to facilitate appropriate behavior during the activity and partner talk. Have a visual graph that is color coordinated or labeled with initials, allows for new ideas and thinking. Modeling the activity first allows for the students to understand what they are looking for. All of the discussion is done through ASL which is the students natural language and gives a solid foundation for the correspondence, hopefully to motivate the students. The students have sentence frames to use for various language levels. Teacher will rephrase and re-ask questions if needed. The lesson is academically accessible to all students

## Unit 2 ~ Letter Writing

The unit is composed of seven lessons. Some of the lessons can be taught as whole group or launched as whole group and completed in centers or rotations. The lessons are structured in a specific order, however if you feel your students are already showing a mastery of subject material, then lessons can be condensed.

<p><b>Lesson 1</b>  <b>Building Letter Writing Background</b>  <i>Whole Group, Center or Individual</i></p> <p>This lesson launches the letter writing specific unit and focuses on tapping students prior knowledge and background of writing letters. If your students are familiar enough with letter writing, lesson 1 and 2 can be combined or condensed.</p> <p><i>Goal:</i> to motivate and improve student's development of written English and ASL through the use of a pen pal program.</p> <p><i>Objective:</i> students will express their thoughts about handwritten letters using the correct terminology</p>	<p><b>Lesson 2</b>  <b>What is a Friendly Letter?</b>  <i>Whole Group and then Whole/Centers</i></p> <p>The purpose of this activity is for the students to become familiar with the components of a friendly letter.</p> <p><i>Goal:</i> to motivate students in their writing and ASL development</p> <p><i>Objective:</i> students will identify and analyze the five components of a friendly letter.</p>
<p><b>Lesson 3a and 3b</b>  <b>Writers Workshop- Personal Narrative</b>  <i>Whole Group and then Centers</i></p> <p>This lesson is designed to provide students with the opportunity to practice expressing their thoughts fully in ASL and written English, which will be used in the bulk of the correspondence.</p> <p><i>Goal:</i> to increase student's metalinguistic awareness of ASL and English</p> <p><i>Objective:</i> students will create a personal narrative using appropriate ASL expression and descriptions. Students will translate this ASL story into an equivalent expressive written story.</p>	<p><b>Lesson 4</b>  <b>What to Write About- Brainstorming Ideas</b>  <i>Whole Group and then Whole/Centers/Individual</i></p> <p>The purpose of this writing activity is to have students become familiar with different areas of topics they could talk about, and generating ideas for the body of their letters</p> <p><i>Goal:</i> to motivate students in their writing and ASL development</p> <p><i>Objective:</i> Students will review various topics, some of which from English samples, to generate ideas for writing to their pen pals.</p>

<p><b>Lesson 5</b>  <b>Writers Workshop- Writing the First Letter</b>  <i>Whole Group, Center or Individual</i></p> <p>In this lesson, the students are beginning to draft their first letter to their pen pal. The focus is on the “body” and completed all the five parts of a friendly letter.</p> <p><i>Goal:</i> to increase students’ metalinguistic awareness of ASL and English and increase ASL and English development</p> <p><i>Objective:</i> Using appropriate ASL expressions and signs, students will employ their knowledge of letter writing to draft a friendly letter to their pen pal.</p>	<p><b>Lesson 6</b>  <b>Writers Workshop- Letter Revision</b>  <i>Center or Individual</i></p> <p>The students are editing their letters using the student friendly score guides and producing a final draft of their letters.</p> <p><i>Goal:</i> to increase student’s metalinguistic awareness of ASL and English and increase ASL and English development.</p> <p><i>Objective:</i> Using the Student Friendly Scoring Guides, students will assess the first letter drafts, rating the use of voice and clear ideas and upon revision will produce a final letter to the pen pal.</p>
<p><b>Lesson 7</b>  Reflection: Letter Writing  Whole Group and Individual</p> <p>This lesson is designed on an individual bases for the students to work on their written reflection of the pen pal experience so far.</p> <p>Goal: to engage students in their own language and cognitive development process  Objective: Using thinking questions, sentence frames and discussion, students will independently write a reflective journal entry about the letter writing aspect of the program.</p>	

	Student A	Student T	Student D	Student G	Student E	Student B
Engages in discussion of handwritten letters and a written entry						
Identifies and analyzes the five components of a friendly letter						
Creates ASL version of personal narrative						
Creates English version of personal narrative						
Generated Ideas for Brainstorming						
First Draft of Letter						
Evaluation letter for voice and ideas						
Revision and Final Letter						
Reflective Journaling of Letter Writing						
Participation in class and on work						
Ability to work independently						
Ability to work with a group or partner						
	E (excellent)	S (Satisfactory)	NI (Needs Improvement)	GW (Great Work- everything is correct/neat and finished)	O (okay- some things are incorrect and a little messy)	SD (Still developing- incorrect, very messy and incomplete)

*Unit 2: Teacher Rubric for Gauging Student Work and Participation*

## Unit 2- Lesson 1

### Building Letter Writing Background

#### Time: Helpful Hints:

- This unit launches the letter writing specific unit and this lesson focuses on tapping students prior knowledge and background. It might be good to bring in an actual example of a handwritten letter for the students to touch and see.
- Vocabulary Routine: Define (define the word, with the word itself in the sentence), Example (provide an example in a sentence) Ask (ask the students a question referring to the vocabulary word)
  - Define: If you feel *gratitude*, you are thankful.
  - Example: I expressed my gratitude by writing him a thank you note.
  - Ask: Can you describe a time when you felt gratitude for something?
- Partner Talk: this means having the students turn to their partner (either someone next to them, at their table or their elbow partner-someone who sits next to them) and engage in talk about a specific topic or question using ASL.
- Sentence Frames Premade
  - Beginning/Early Intermediate: I see a boy with \_\_\_\_\_.
  - Intermediate: I think he is reading a letter from \_\_\_\_\_.
  - Early Advanced: The boy enjoys getting letters because \_\_\_\_\_.
- Writing Prompts Premade
  - Handwritten letters are \_\_\_\_\_.
  - Using letters helps \_\_\_\_\_.
  - I know \_\_\_\_\_.
  - I like letters because \_\_\_\_\_.
  - People like getting written letters because \_\_\_\_\_.
- For changing into a center: If there is an adult at the center then the lessons could be modified to a mini workshop for the students at that center. Summarize the vocabulary rather than using the Vocabulary Routine. If there is no adult at the center the students can still follow the lesson by having print out instructions, after the concept has been explained and modeled for them.

**Goal:** To motivate and improve student's development of written English and ASL through the use of a pen pal program.

#### Content Standards Addressed: California Common Core Language Arts

- Reading: Integration of Knowledge and Ideas-** (7) Use Information gained from illustrations and the words in a text to demonstrate understanding of the text.
- Writing: Range of Writing-** (10) Write routinely over shorter time frames for a range of discipline-specific tasks, purposes and audiences.

#### Objective

- Content-** Students will identify different vocabulary and personal value associated with handwritten letters.



- **Language-** Students will express their thoughts about the illustration and handwritten letters in ASL and writing through teacher provided sentence frames, a partner talk and a timed writing journal entry.
- 

**Materials:**

- Copy of Writing Letters Picture for each student, or partner pair
- Overhead or Projector to place on the picture on a large classroom scale
- Whiteboard/Paper for writing down student responses
- Sentence Frames
- Student Writing Journals
- Writing Prompts

**Launch:** Explain that today we are going to start out unit on letter writing. Place the picture of the boy on an overhead or projector and give students a moment to look at the picture. Ask the students what they see in the picture and write down their answers either on a white board, or piece of paper (seen on the overhead). After the students have shared, build upon their answers by summarizing the following:

- The boy in the picture is reading a handwritten letter that was delivered in the mail. Letters are one of the many ways people keep in touch. Although, writing an email might be faster, most people still enjoy receiving a handwritten letter in the mail.

**Procedure:** Write the following words on the board and briefly explain them. You can have the students copy down the definition and examples now or later on.

- Delivered
  - Define: If you *delivered* something, you carried and brought it to the proper place.
  - Example: The mailman delivered the package
  - Ask: What type of things can the post office deliver to your house?
- Handwritten
  - Define: Something is *handwritten* if it is written by hand using pen and paper.
  - Example: Mrs. Car loves getting handwritten thank you cards.
  - Ask: Can you think of an example of a handwritten homework assignment?
- Keep In Touch
  - Define: *Keeping in touch* is an expression used to describe communicating with friends or relatives
  - Example: Let's try to keep in touch with each other after graduation.
  - Ask: Who is someone you want to keep in touch with?

Partner Talk. Go through the sentence frames with the class (Beginning, Intermediate and Early Advanced) Have the students turn to partner and describe the photo, using the sentence frames when needed. If this is the first time using

partner talk in your class. Model this activity first by having an conversation with “your partner”-either another student or yourself showing two people by changing body position. After modeling have the students engage in a partner talk. Explain that this is not a time to talk about their weekend or something else that happened, because they will only have a few moments to discuss. Let the students partner talk for a few moments. Ask the students: Is the boy’s letter handwritten? Why do you think people like keeping in touch with each other? Call the class back together and have the students share their answers/ideas about the picture.

Class Discussion of the “Big Question”- Before we talked about some people still enjoy receiving letters in the mail.

- *Why do you think this is? Why do people still enjoy receiving letters in the mail?*- possibly answers: more personal, took time, doesn’t happen that much anymore, is special.
- *Have you received letters in the mail before? When? How did that make you feel?*
- *How can writing letters help you keep in touch with family and friends who are far away?*

**Wrap Up:** Ask students to bring out their Writing Journals and explain that they will write about what they know about letters from prior experience and after our conversation as a class or with their partner. They can write down anything we talked about today. Tell the students to write as much as they can, as well as they can. Students should write for eight (time can be adjusted for class or student) minutes without stopping. If they finish within the eight minutes, they should go back and make self-corrections.

- Have the following prompts or some variation of them on the board to help students begin their writing or provide support for students
  - Handwritten letters are \_\_\_\_\_.
  - Using letters helps \_\_\_\_\_.
  - I know \_\_\_\_\_.
  - I like letters because \_\_\_\_\_.
  - People like getting written letters because \_\_\_\_\_.

**Assessment:**

- **Formative:** teacher will monitor student understanding through open-ended questions during the activity and students engage and stay on topic during the partner talk.
- **Summative:** students will use sentence frames during the discussion and using the writing prompts if needed write what they know about letters in their writing journals.

**Modifications/Challenges/ Extensions:**

Encourage students to participate through whole class discussion, partner talks and individual discovery provides for gradual release of responsibility. Using reminding language and student led discussion to facilitate appropriate behavior during the activity and partner talk. Have visual sentence frames, and writing down student answers helps the students stay focused and organized when writing themselves. All of the discussion is done through ASL and then the students put their ideas and thoughts into written English using the writing prompts in their journals. Teacher will rephrase and re-ask questions if needed. If the students struggle writing themselves, have pre-made sheets made with the prompts directly on them that the students can staple into their worksheets. Also students can sign their information about letters to a teacher and have the teacher write down what they say, if writing is a struggle. The student can then go back and write the information themselves. The lesson is academically accessible to all students

## Sentence Frames

- I see a boy with \_\_\_\_\_.
- I think he is reading a letter from \_\_\_\_\_.
- The boy enjoys getting letters because \_\_\_\_\_.

## Writing Prompts Premade

- Handwritten letters are \_\_\_\_\_.
- Using letters helps \_\_\_\_\_.
- I know \_\_\_\_\_.
- I like letters because \_\_\_\_\_.
- People like getting written letters because \_\_\_\_\_.

## Unit 2- Lesson 2

### What is a friendly letter?

#### Time:

**Helpful Hints:** The purpose of this writing activity is to have students become familiar with the components of a friendly letter.

- Check to make sure the PowerPoint (Friendly Letters) will work on your computer/projector, or convert it to a more compatible version. If it will not work, consider printing out the slides for the students to use.
- Chaining- is a technique to help connect between the two languages (ASL and English). First point to the English word, fingerspell the word, sign the word and then point again.
- Have a copy of First Year Letters by Julie Danneberg, or other picture books with letter examples, such as Messages in the Mailbox: How to Write a Letter by Loreen Leedy. If you have any examples of letters from your personal correspondence, this would also be a great resource to bring in.
- For changing into a center: After the presentation of the PowerPoint, the activity can be conducted in a center. Print out a copy of one letter from the story and have the students label the letter, where the lesson plan says "identify". The students should also be able to complete the fill-in-the blank sheet once it has been modeled.

**Goal:** to motivate students in their writing and ASL development

#### Content Standards Addressed:

- Reading: Integration of Knowledge and Ideas-** (8) Describe the logical connection between particular sentences and paragraphs in a text (comparison, cause/effect, first/second/third in a sequence).
- Writing: Text Types and Purposes-** (3) Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and a clear event sequence.

#### Objective

- Content-** Students will analyze the five components of a friendly letter.
  - Language-** Students will express their thoughts about the five parts of a friendly letter in ASL and translate this into English writing in their journals.
- 

#### Materials:

- Writing Journals
- PowerPoint (Friendly Letter)
- White Board/Markers
- First Year Letters by Julie Danneberg (or other examples of letters)
- 5 Parts of a Friendly Letter (word document).

**Launch:** Explain to your students that before we can begin writing a letter to our Pen Pals, we have to make sure we know how to write letters. Today we are going to work on the parts of a friendly letter, which is the type of letters we will be writing.

**Procedure:** Ask the students: *Does anyone know one part of a friendly letter?* Write down all the student's responses on the white board, even if they are not correct. Once there are no more suggestions, show the students the Power Point of a Friendly Letter.

- Writing Friendly Letters- *ask students why they think it is called "Friendly Letters"*. Explain that there are many different reasons to write letters so they are many different types of letters, like Business Letters, Thank you Letters. But we are working on Friendly Letters.
- Friendly Letters Have Five Parts- go through each part of the letter and use the Chaining technique (see Helpful Hints). Have the students practice signing each of the words for the sections.
- The Heading- This has the writer's address and information. On our letters we are going to write the date here, since all the letters will go in one envelope. *Ask the students why they think this section is called the header?* Possible answer: it is at the top or head of the paper.
- The Salutation (Greeting)- It is a greeting to someone, typically in letters we use Dear, but *what are some other ways to say Dear:* (Hello, Hi, Greetings, Dearest, What's Happening?). In your letters you write you can use any of these salutations.
- The Body- This is the main part of the letter. Here in the body you write the information or story you want to share. This is also where you ask questions of your pen pal or answer questions that they have asked you. This should be the biggest part of your letter and the most detailed.
- The Closing- This is where you start to end your letter, and how you say goodbye. There are many ways to say this, just like with the greeting. *Who Can think of something to use for their closing?* Possible Answers: Sincerely, Your Friend, Love, Best Wishes.
- Your Signature: This is where you write your name, so the person knows who wrote it.

Go back to the suggestions on the white board and circle any of the answers that were correct. If some of the answers fall into a category, but was not correct, highlight that this suggestion is included in this part.

Close out the PowerPoint and place an example of a page from First Year Letters on the overhead. Read the letter to the students, including the date, and the closing.

Ask the students:

- Where is the heading on this letter? How do you know that?* Circle or use a post it note to mark this as the heading
- Where is the Salutation? What Salutation did they use? What punctuation is used with the Salutation?* Circle or use a post it note to mark this as the heading.
- What information is presented in the body of the letter?*

- Where is the Closing? How do I know this is the closing?*
- Where is the Signature?*

Also pick an example that has a P.S. Ask the students *Does anyone know what this means or stands for?* ( postscript) If you think of something to add at the end, after you have already written your letter.

- Show an example of a P.S. and emphasize to the class that, this is not a very long thought, it should not be longer than a sentence or two.

If you think the students need more example then show them other examples in the book, or different examples you have brought yourself.

Explain that we are going to now make a Friendly Letter Reference Sheet to help us when we write out letters. Pass out 5 Parts of a Friendly Letter paper.

- Place one on the overhead and work through filling in the blanks with the students.
- What is the first part of the letter and so on. Have the master copy available to you for assistance.
- Write on your overhead one and have the students fill theirs in with you, as you go along.

**Wrap Up:** Make sure the students have completed their Reference guides correctly and have them fold them and place them in their writing journals. Explain that as we write our first letters to our pen pals, they will be using this reference guide for the format of their letters. Their letters will be graded using a rubric to make sure they have all the parts. Since now we know how a letter looks and the parts of it, we are going to focus on the most important part. *Ask Does anyone have a guess as to which is the most important part of our letters?* Answer: The body, because this is where all the important information for your pen pal is. Some find it the hardest or the easiest to write as long as you image it as a conversation.

**Assessment:**

- Formative:** teacher will monitor student understanding through open-ended questions during the activity and students engagement in discussion about the different parts of a letter.

**Summative:** students have completed a “Five Parts to a Friendly Letter” guide.

**Modifications/Challenges/ Extensions:** Encourage students to participate through whole class discussion, individual discovery provides for gradual release of responsibility. Using reminding language and student let discussion to facilitate appropriate behavior during the activity. Have visual sentence frames, and model each thinking step in the process. Teacher will rephrase and re-ask questions if needed. The lesson is academically accessible to all students

## Five Parts to a Friendly Letter

1. \_\_\_\_\_
  - a. Can include the writer's address but ALWAYS includes the \_\_\_\_\_.  
 March 19, 2013  
 \_\_\_\_\_
  - b. Write at the top of the page on the right side.
  
2. \_\_\_\_\_
  - a. Tells *who* the letter is being written to.  
 Dear \_\_\_\_\_,  
 \_\_\_\_\_  
 Note: Capitals, Spacing, and Comma
  
3. \_\_\_\_\_
  - a. Indent (move over to the right a little) first sentence of the body.
  - b. Write the \_\_\_\_\_ you want to share with  
 Examples:  
 \_\_\_\_\_  
 \_\_\_\_\_  
 Questions: Answer questions you have been asked and ask some of your own.
  
4. \_\_\_\_\_
  - a. Lets the reader know the letter is over.  
 \_\_\_\_\_
  - b. Written on the right side of the paper, same as the heading
  
5. \_\_\_\_\_
  - a. Sign your \_\_\_\_\_ at the end.



## Mini-Example of a Friendly Letter

3/19/07

Dear Sam,


How are you doing? I am fine. I like riding bikes together. Do you want to come to my house to ride together next weekend? Please write back to let me know.

Your

friend,


*Mike*

**Writing Friendly Letters**



**Friendly letters have five parts:**


- The Heading
- The Salutation (greeting)
- The Body
- The Closing
- The Signature



**The Heading**

- The heading can include your address and the date. In casual, friendly letters your address is not necessary.

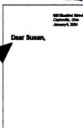
**Heading**



**The Salutation (greeting)**

- Dear \_\_\_\_\_. The blank is for the name of the person you are writing. After you write the person's name you put a comma ( , ).

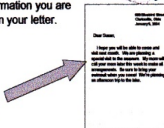
**Greeting**



**The Body**

- The body of the letter is the information you are writing in your letter.

**Body**

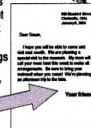


**The Closing**

- The Closing: In the closing the first word is capitalized and you put a comma after the last word.

Some examples of closings are: Sincerely, Your friend, Love, Very truly yours,

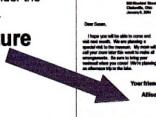
**Closing**



**Your Signature**

- This is your name. It goes under the closing.

**Signature**



## Unit 2- Lesson 3a

### Writers Workshop- Personal Narratives: Body of a Letter (Describing in ASL)

**Time:** This Lesson is broken up over 2 days or more if needed.

#### Helpful Hints:

- Writer’s Workshop: students are given the opportunity to write in a variety of genres with specific and differentiated personal instruction with the teacher. The majority of time is devoted to independent writing, where students are prewriting, drafting, revising and editing their pieces. During independent writing time, the teacher confers with students about their writing. These conferences are short and the purpose is to ask students how their writing is going and teach them ways to expand or fully develop their writing.
- The purpose of this writing activity is to have students being get comfortable adding and expanding their thoughts in writing.
- The first draft of this “writing” will be in ASL, videotaped and then the students review the video and translate it into writing.
- Have your own example ready to go with the personal narrative, either already written or familiar enough to write it in front of the students.
- Have the Directions and Thinking Questions already printed out.
- Have your ASL narrative already taped and ready to show the students.
- For Changing into a Center: After launching and explaining this activity, the students can create their own ASL expression at a center during literary rotations. An adult needs to actually videotape the students signing their story.
- These clips should only be a minute maximum.

**Goal:** to increase students’ metalinguistic awareness of ASL and English

#### Content Standards Addressed:

- Writing: Text Types and Purposes-** (3) Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and a clear event sequence.

#### Objective

- Content-** Students will write a personal narrative about a family visit or a fun time with their friends.
- Language-** Students will describe their thoughts in ASL and after viewing and teacher support translate and express these thoughts into English writing.

#### Materials:

- Video recorder
- Writing Journals
- Thinking Questions: Who was there? Where was it? What were you doing together? How did you feel?

- Overhead of the directions:  
Personal Narrative- think about friends or family members who live far away. Write about a day you were together. Maybe they visited you. Maybe you visited them.

**Launch:** Explain to the students that today we are going to work on describing a personal narrative. *Ask the students: What is a narrative? (a story) What makes a story a personal narrative? (It is something that happened or is specific to the writer)* When we work on our letters to our pen pals we are going to share personal information about ourselves with them in writing, so we are going to work on how to describe an event fully in writing. Sometimes when we have to start out describing an activity in English, it can be rather hard, so instead we are going to use ASL to help us improve our writing.

**Procedure:** Show and read the students the overhead of the directions and let them have some processing time to think of a time. You can ask the students to give you a small thumbs up on their chest when they have a time they want to describe. Once you have all of the students showing you that they are ready. *Ask for some suggestions of time when people get together.* (Allow a few of the students to share their ideas) Share your example with the class. (College Graduation with friends)

- Once the students have the visit in their heads, show them the *Thinking Questions*: Who was there? Where was it? What were you doing together? How did you feel?
- Model thinking about these questions in relation to your own narrative by thinking and writing ( you want to keep this as bland and plane as possible).
  - College Graduation: Who was there? (me, college friends, roommates and family)
  - Where was it? (College of the Holy Cross)
  - What were you doing together? (After graduation we ran around trying to find each other because we are all leaving that day for different places. Parents were taking pictures of us)
  - How did you feel? (excited to be graduating, but very sad to leave my friends. I even cried a little when saying goodbye)
- Give the students some time to think about these questions in relation to their “time” and create a more complete picture themselves. Once the students have thought about their narrative, explain that you are going to videotape them signing their story, so they can use this when writing it down later in English
- Depending on the makeup of your class, you can have the students sign the story in front of everyone, or call them off to the side while you have the rest of the class working on an assignment.
- Once you have all of the students videotaped narratives, remind the students of your story in English writing from the start. Then show them your ASL video narrative. Explain that tomorrow (or the next time) you are going to look at the ASL video and use it to write down your narrative in English.

**Wrap Up:** Have the students compare the two versions of the story (bland English at the start and the fuller ASL version) and ask them which one they enjoyed more? Ask them how using ASL first could help them with their writing later on?

**Assessment:**

- **Formative:** teacher will monitor student understanding through open-ended questions during the activity and students engagement in discussion about their narratives.
- **Summative:** students have tapped a personal narrative using ASL and have shared their opinions about how using ASL first could help them with their writing later on.

**Modifications/Challenges/ Extensions:** Encourage students to participate through whole class discussion, individual discovery provides for gradual release of responsibility. Using reminding language and student led discussion to facilitate appropriate behavior during the activity. Have visual sentence frames, and model each thinking step in the process. Teacher will rephrase and re-ask questions if needed. The lesson is academically accessible to all students

## **Narrative Directions**

**Think about a friends or family members who live far away. Write about a day you were together. Maybe they visited you. Maybe you visited them.**

## **Thinking Questions**

**Who was there?**

**Where was it?**

**What were you doing together?**

**How did you feel?**

## Unit 2- Lesson 3b

### Writers Workshop- Personal Narrative (Describing in Writing)

**Time:** This Lesson is broken up over 2 days or more if needed.

**Helpful Hints:**

This is a carryover from Unit 2 –Lesson 3a. This part of the lesson should be done in a small teacher conference with the students during writers workshop. The rest of the class should be working on alternative material.

- Writer’s Workshop:** students are given the opportunity to write in a variety of genres with specific and differentiated personal instruction with the teacher. The majority of time is devoted to independent writing, where students are prewriting, drafting, revising and editing their pieces. During independent writing time, the teacher confers with students about their writing. These conferences are short and the purpose is to ask students how their writing is going and teach them ways to expand or fully develop their writing.
- The purpose of this writing activity is to have students being get comfortable adding and expanding their thoughts in writing.
- Have your own example ready to go with the personal narrative, either already written or familiar enough to write it in front of the students.
- Have your ASL narrative already taped and ready to show the students.

**Goal:** to increase students’ metalinguistic awareness of ASL and English

**Content Standards Addressed:**

- Writing: Text Types and Purposes-** (3) Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and a clear event sequence.

**Objective**

- Content-** Students will write a personal narrative about a family visit or a fun time with their friends.
- Language-** Students will express their thoughts in ASL and after viewing and teacher support translate and express these thoughts into English writing.

**Materials:**

- Recorded Videos of Students
- Writing Journals
- Thinking Questions: Who was there? Where was it? What were you doing together? How did you feel?
- Overhead of the directions:

Personal Narrative- think about friends or family members who live far away. Write about a day you were together. Maybe they visited you. Maybe you visited them.

**Launch: Whole Group**

Remind the students that yesterday we were working on personal narratives. Ask the students what a personal narrative is for review. Remind them that we are going to work on translating the story into written English. Ask the students why we started with ASL rather than English? Explain that each student is going to get to view their video and work with you on translating it into English.

**Procedure:** Show the students your ASL narrative again. Model the process of translating it into your journal.

- Start with the title.
- Begin watching the video and after you come to the end of a complete thought. Pause the tape. Ask the class what you said in the video.
- Write down what you said in the video into your journal. If the students want to write the first time in ASL grammar that is fine, because part of the process will be to translate it later on. Continue with this process of starting and stopping until the video is finished and you have written down what you needed.
- Emphasize that at this time, grammar or spelling is not important, but want them to try their best. The goal is for the writing to be as fully expressive as the ASL narrative.

Ask the students if they are any questions. When you are ready, have the students begin additional language arts work, and call one at a time back to the table to work on transcribing their videos.

After a student has finished, read through their writing and ask them clarifying questions, marking the additional information, spelling or grammar corrections on the paper during the conference. Once the students feels confident with their corrected writing, have them return to their seat and write a final draft of their narrative.

Continue this until all the students have written down their video, conference and completed or at least start their final draft.

**Wrap Up:** Ask their students if there is anyone that would like to share their story with the class. Place the volunteer's story on the overhead, allow the class to first read the English and then have the students sign their letter. Ask the students if they think the English matches the expressiveness and details of the ASL. Explain that this is how we are going to write the body of our pen pal letter. Ask the students if they found this helpful and why or why not?



**Assessment:**

- **Formative:** teacher will monitor student understanding through open-ended questions during the activity and students engagement in discussion about their narratives.
- **Summative:** students have translated their ASL video into written English and done a final revision.

**Modifications/Challenges/ Extensions:** Encourage students to participate through whole class discussion, individual discovery provides for gradual release of responsibility. Using reminding language and student let discussion to facilitate appropriate behavior during the activity. Have visual sentence frames, and model each thinking step in the process. Teacher will rephrase and re-ask questions if needed. The lesson is academically accessible to all students. If the student struggles writing down what they see on the video themselves, write it down with them.

## Unit 2- Lesson 4

### What do write about- Brainstorming Ideas

#### Time:

**Helpful Hints:** The purpose of this writing activity is to have students become familiar with different areas of topics they could talk about in their letters.

- For these letter samples, you can use examples from the Unit 1 – Lesson 2 (Such as Pen Pals by Joan Holub, Arthur’s Pen Pal by Lillian Hoban, Dear Annie by Judith Caseley) or introduce some new letter writing books. First Year Letters by Julie Dameberg or the Postman Series (The Jolly Postman or Other People’s Letters) by Janet and Allan Ahlberg are recommended for this lesson.
- Instead of having the books at the center, you might want to have copies of specific letters from the books, to help the students stay focused on the activity and not get distracted with the book.
- For working in centers: The lesson beings whole group, but you could also easily begin it within a small center. After the launch, the students can look through the books at a center, and adding the details is all personal work.
- You want to make sure that the students have added details about at least three topics since they will be writing to their pen pal tomorrow.

**Goal:** to motivate students in their writing and ASL development

#### Content Standards Addressed:

- Writing: Text Types and Purposes-** (3) Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and a clear event sequence.

#### Objective

- Content-** Students will review different “bodies” of letters for various topics of conversation and propose different topics to write their pen pal about in an “Ideas” graphic organizer.
- Language-** Students will review various topics to discuss in English examples of letters and share their topic ideas using ASL to construct an “Ideas” graphic organizer.

#### Materials:

- Whiteboard or Overhead projector
- Copies of “Ideas to Write About”
- Samples of letters from the following books
  - First Year Letters
  - The Jolly Postman or Other People’s Letter

**Launch:** Explain to the students that so far in the unit we have learned about why people enjoy receiving letters, what a letter looks like and practice how to get our ideas from ASL to English. Now we are going to start the process of writing our letters.

**Procedure:** *Ask the students:*

- Who can remember the five parts of a letter? Heading, Greeting, Body, Closing and Signature.*
- Which one do you think is going to be the hardest part to write about? Allow students to make suggestions, but the focus should be on the body.*
- Why do you think the body might be the hardest part? Some students might not think they have anything to say, or not know what to say.*
- Sometimes it is hard to start writing, but the best part of writing a letter is you get to tell your pen pal all about you, what you like, don't like. The best place to find ideas is from your own life.*

Show the students the “Ideas” graphic organizer and explain that we are going to think of various topics that we could discuss with our pen pal.

- There are six sections for six different topics to write about.*
- In the gray area is the title for that topic and the white is where you can add your details or information.*
- At the bottom is a section for questions. This is where you are going to write the questions you want to ask your pen pal about themselves.*
- Now take a minute to think about different topics we can share with our pen pal*

Allow the students a minute to think about different topics to share, and then take suggestions from the class. Only take about three or four suggestions, because the others they can think about on their own after looking at examples in a center.

- If a student says “me”. Explain that the whole ideas are about them, so we want to become more specific, such as, what about you? What you look like? Ok so then our topic would be “Look Like” rather than “Me”
- Possible suggestions for topics: pets, hobbies, family, house, good news or bad news, sports, school, friends, favorites (books, movies, TV shows).

After you have three or four topics listed, explain that we can also look for ideas in books or other letters. Explain that there are some books with examples of letters in them and that the students will look for the letters to help them come up with more ideas or topics. After modeling this, the students can break up into center work, to complete their graphic organizers.

Look through one of the letters from a book, and summarize what is being said in the letter or one of the topics of the letters.

- Example from the Jolly Postman- Goldilocks’ letter to the three bears
  - She talks about eating porridge, so maybe sharing some favorite foods
  - She mentions a Mommy and Daddy, so maybe share about the family
  - She broke Baby Bear’s chair, so maybe share a story about a time when you broke something on accident
  - She is having a birthday party, so maybe sharing about your last birthday
- Highlight to the students that just from looking at this one letter, you were able to come up with four different ideas of topics to write about to your pen pal.

On your graphic organizer, in one of the gray boxes, write “Birthday”. Explain that one the students have all the topics filled out, they will go back and add details to each section

- Under the birthday section, add details about your last birthday. Share with your students and add this information to the birthday section. “My family came and we had a dinner at my house. We had ice cream because I don’t like cake”

Release the students to perform the rest of the lesson in groups or partners during rotations or continue as a whole group in partners. Once the students have finished writing their topics, have them add the details.

Once this is done the students should think of questions they are going to ask their pen pal. A good strategy is after sharing something about themselves, asking the pen pal about the same topic.

- Example: Under family section I write that-I have one brother and no sisters. Since I talked about my family, I want to know about my pen pal’s family so I might ask: Do you have brothers or sisters?

Have the students generate at least three questions for their pen pal in this section.

**Wrap Up:** Ask their students if anyone wants to share one of the ideas they came up with from looking at the books. You want to make sure that the students have added details about at least three topics since they will be writing to their pen pal tomorrow.

Explain to the students that the next lesson we do is to write our first lesson to our pen pal using some of the ideas and details we came up with today.

**Assessment:**

- **Formative:** teacher will monitor student understanding through open-ended questions during the activity and students engagement in discussion about their different topics. The students appropriately use the materials to find different ideas.
- **Summative:** students have completed a “Ideas” graphic organizer with topics, details and questions for their pen pals.

**Modifications/Challenges/ Extensions:** Encourage students to participate through whole class discussion, individual discovery provides for gradual release of responsibility. Using reminding language and student led discussion to facilitate appropriate behavior during the activity. Having a graphic organizer provides the students with a starting point to share with their pen pals. Teacher will rephrase and re-ask questions if needed. The lesson is academically accessible to all students.

## Ideas to Write About

Questions for Pen Pal	

## Unit 2- Lesson 5

### Writers Workshop- Writing The First Letter

**Time:** This lesson is designed on an individual bases for the students to work on writing their letters, so it might be broken up into a couple of writer workshops over a span of a few days.

#### Helpful Hints:

- In this lesson, the students are beginning to draft their first letter to their pen pal, the majority of the focus is on the body of the letter. The students should use their “Ideas” graphic organizer and their experience from describing a narrative. The same technique will be used here, where the students tape their “body” of the letter in ASL first and then transition that into English.
- Writer’s Workshop: students are given the opportunity to write in a variety of genres with specific and differentiated personal instruction with the teacher. The majority of time is devoted to independent writing, where students are prewriting, drafting, revising and editing their pieces. During independent writing time, the teacher confers with students about their writing. These conferences are short and the purpose is to ask students how their writing is going and teach them ways to expand or fully develop their writing.
- This lesson much like lesson 3, can be broken up into two days, focusing on the ASL first and then the translating into English on the second day.

**Goal:** to increase students’ metalinguistic awareness of ASL and English and increase ASL and English development.

#### Content Standards Addressed:

- **Writing: Text Types and Purposes-** (3) Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and a clear event sequence.
  - (3b) Use descriptions of actions, thoughts and feelings to develop experiences and events or show the response to situations.

#### Objective

- **Content-** Students will employ their knowledge of letter writing to draft a letter to their pen pal, incorporating letter format use of clear imagery and voice.
- **Language-** Using appropriate ASL expressions and sings, students will share information with their pen pal and then draft a friendly letter to their pen pal in written English.

#### Materials:

- |   |  |
|---|--|
| □ Video recorder                              | □ Student completed “Five Parts of a Friendly Letter |
| □ Student completed “Ideas” graphic organizer | □ Mock Letter for each student                       |

**Launch:** Explain to the students today is day that we begin actually writing to our pen pals, use all the things we have been studying so far: letter form, ideas and voice.

**Procedure:** With each paper mentioned hold it up to refresh the students or place it on the overhead for them to look at.

- We are going to use our “Five parts of the friendly letter” to make sure we have all the parts.
- We are going to use our “Ideas” paper to help us get started writing, and we are going to use the video camera to first videotape our ideas, and then write them down in English.
- We have a mock letter paper to help us with the writing of our first draft. On the paper highlight that there are three sections for the body. The students to pick two topics from their “Ideas” paper to write about. The last section will be questions for their pen pal.

The majority of the work for this lesson can be done in centers from this point on.

Have the students look at their “Ideas” paper and pick two topics they want to write about. Explain them that this should be rather short and be able to fit into the space provided. It is not going to be a full paragraph or easy for each idea. Perhaps a sentence or two talking about each idea. They should read through the details they added as well and practice signing the information. Tape the students signing their topics and allow them time to look at them for this part. Then have the students write out what they said in the video on post-it notes, index cards or in their journals.

- Using the tape recorder is to help the students fully express their thoughts, however if you feel like the students can do this just through practice and a partner share. You may exclude the use of the video camera.

After the students have taped and written their ideas, have them begin to appropriately fill out the letter paper, with heading, a greeting, their body/ideas, a closing and a signature.

**Wrap Up** Explain that next we are going to use the grading scales to revise and edit our letters before sending them off to our pen pals.

- Ask the students if they thought writing their first letter was easy or hard, and ask them why? Ask them how they are feeling so far about the pen pal program?*
- If time allows, have them write their responses down in their journals.

**Assessment:**

- Formative:** teacher will monitor student understanding through open-ended questions during the activity and students engagement while completing the letter.



- **Summative:** students have completed a first draft of a letter for their pen pal, including all five aspects and used a signing video to enhance their body of the letter.

**Modifications/Challenges/ Extensions:** Encourage students to participate through whole class discussion, individual discovery provides for gradual release of responsibility. The majority of the activity has been scaffold through prior lessons, so the students should have knowledge of how to complete each aspect of the lesson, working independently or in a group. Teacher will rephrase and re-ask questions if needed. The lesson is academically accessible to all students

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Heading

\_\_\_\_\_

Greeting

\_\_\_\_\_ ,

Body

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Closing

\_\_\_\_\_ ,

Signature

\_\_\_\_\_

## Unit 2- Lesson 6

### Writers Workshop- Letter Revision

**Time:** This lesson is designed on an individual bases for the students to work on editing and finishing their letters, so it might be broken up into a couple of writer workshops.

#### Helpful Hints:

- In this lesson, the students are editing their letters using the student friendly score guides.
- Writer’s Workshop: students are given the opportunity to write in a variety of genres with specific and differentiated personal instruction with the teacher. The majority of time is devoted to independent writing, where students are prewriting, drafting, revising and editing their pieces. During independent writing time, the teacher confers with students about their writing. These conferences are short and the purpose is to ask students how their writing is going and teach them ways to expand or fully develop their writing.
- You can have the students use the rubrics on their own papers, or review their classmates.

**Goal:** to increase students’ metalinguistic awareness of ASL and English and increase ASL and English development.

#### Content Standards Addressed:

- Writing: Production and Distribution of Writing-** (5) With guidance and support from peers and adults, develop and strength writing as needed by planning, revising and editing.

#### Objective

- Content-** Using the Student Friendly Scoring Guides, students will assess the first letter drafts, rating the use of voice and clear ideas and upon revision produce a final letter to send.
- Language-** Using appropriate ASL expressions and sings, students will share their justification for scoring and offer suggestions on revisions on their written English letters.

#### Materials:

- Mock Letter of Each Student
- Student Friendly Scoring Guides for Ideas and Voice (arrows)
- Friendly Letter Scoring Guide (chart)
- Lined Paper for Final letter

**Launch:** Explain to the students today our day to evaluate our letters using our score guides, and make any changes we need to before sending out our first letters. Review with them the number systems and what it means to have a one or a score of a five. Highlight that it is normal to have to make revisions, as it is part of writing, even for professionals.

**Procedure:** When the students come to the center, explain that they are going to use the rubrics to evaluate their writing (or another classmate). IF they are reviewing another classmates, try to pair them in the same group, so that after discussion they can work on revision in the same center. **This part can also be done with the teacher guiding the questioning to the student in a aided self-reflection.**

- First are all the parts of the letter there (Heading to Signature)
  - If all parts are there, circle 5
  - If some parts are missing circle how many the letter does have, and write in what is missing
- Now using the student friendly score guide, we are going to look for the clarity of “ideas”
  - Does this writer give you a clear idea and picture in your head?
  - Have the students read through the paper and then analyze it using the score guide. They must circle the number they think the letter is showing and prove why?
  - If possible the students should offer suggestions
- Now using the student friendly score guide, we are going to look for the use of “voice”
  - Are you able to gather a sense of who the writer is from the voice? Can you see their emotion and feelings?
  - Have the students read through the paper and then analyze it using the score guide. They must circle the number they think the letter is showing and prove why?
  - If possible the students should offer suggestions

Once the students have their feedback, provide them with the final piece of paper and have them begin to write their final draft of the paper. This can be done at an individual bases.

**Wrap Up:** After a final proofreading of the paper, pass out the envelopes and have the students fold their letters and place inside the envelop. The students should write the name of their pen pal on the front envelope. (Instead of individually mailing the letters, collect them and place them all within a larger envelope for one mailing).

Tell the students that you will mail out the letters that day. The last part of the unit will be our reflection day as we start keeping track of how long it takes to receive a letter back.

**Assessment:**

- **Formative:** teacher will monitor student understanding through open-ended questions during the activity and students actively analyzing the letters
- **Summative:** students have reviewed a letter draft, used the grading sheets to score and then complete revisions upon their final letter.

**Modifications/Challenges/ Extensions:** Encourage students to participate through whole class discussion, individual discovery provides for gradual release of responsibility. Using reminding language and student let discussion to facilitate appropriate behavior during the activity. Focus students on using positive language in offering their suggestions. Since the students have already had practice using the scales, they should only need a refresher before applying. If you think the students might not be able to handle editing other students, then have them do a self evaluation. Teacher will rephrase and re-ask questions if needed. The lesson is academically accessible to all students

Friendly Letter Scoring Guide														
<b>5 parts of the friendly letter</b> (heading, greeting, body, closing and signature)					<b>Ideas and Questions</b> I have two different ideas that I shared and I asked my pen pal questions connected to what I talked about					<b>Voice</b> My writing is nice and the English grammar matches what I wanted to say				
1	2	3	4	5	1	2	3	4	5	1	2	3	4	5

## Unit 2- Lesson 7

### Reflection: Letter Writing

#### Time:

#### Helpful Hints:

- This lesson is designed on an individual bases for the students to work on writing a reflection of their experience so far. There are discussion questions or thinking questions to help guide their writing.
- You might want to read the questions to them, and then release them to write in a center or independently
- After a discussion this activity is based upon a quick write which is between 2 to ten minutes.

**Goal:** to engage students in their own language and cognitive development process.

#### Content Standards Addressed:

- Writing: Text Types and Purposes-** (1) Write an opinion piece on topics or texts, supporting a point of view with reasons.

#### Objective

- Content-** Using thinking questions, students will write a reflective journal entry about the letter writing aspect of the pen pal program.
- Language-** Upon participating in an ASL discussion and review of the unit, the students will complete an English journal entry about their experience so far with the program.

#### Materials:

- Overhead or Projector
- Student Writing Journals
- Thinking Questions**
  - *What have you learned so far about handwritten letters?*
  - *Do you think you will like getting a handwritten letter?*
  - *Do you like writing the letter, why or why not?*
  - *Do you think it is important to still write letters?*
  - *How do you feel about the pen pal program so far? Why?*
- Sentence Frames**
  - *Handwritten letters are\_\_\_\_\_.*
  - *I think I would \_\_\_\_\_ getting a handwritten letter because \_\_\_\_\_.*
  - *\_\_\_\_\_ I liked writing the letter because \_\_\_\_\_.*
  - *\_\_\_\_\_ it is important to write letters because \_\_\_\_\_.*

- *I think the pen pal program is \_\_\_\_\_ because \_\_\_\_\_*
- *I \_\_\_\_\_ the pen pal program because \_\_\_\_\_.*

**Launch:** Explain to the students that we have now finished the letter unit for our pen pal program and we are going to do some writing about our experience so far. It is important to reflect on our experience so far, because it will help you with your final presentation at the end.

**Procedure:** Place the Thinking Questions on the overhead and discuss each one with the class as you go down the list. Explain that there is not a right or wrong answer, and many of the questions are “you think/feel” Explain that this means that it is only about what the students feel. If they did not like the letter writing that is fine, but they must tell you why.

- Emphasize that you are only going to be looking to make sure they answered some of the questions about the letter writing, for credit. They should not be worried about writing what you (as the teacher) want to hear.

After you have had a discussion through the thinking questions, show the students the sentence frames and tell them, that they can use these frames to help them in their writing. You can give your students as much time as you think is appropriate to write, but it should not exceed 10 minutes.

- Give the students warning time (5 minutes left, 2 minutes left) if you are finished take a look at your answers again and see if you can add anything else.

**Wrap Up:** After the students have finished writing, ask them if anyone wants to share. If they do, allow them to read some of their passages, if not collect the writing samples to review.

Explain that now we are going to wait for letters from our pen pal, but next time we are going to use a different method for writing. Can anyone remember what that is? Email!

**Assessment:**

- **Formative:** teacher will monitor student understanding through open-ended questions during the activity and students actively participating in the discussion.
- **Summative:** students will write a reflective journal entry about writing a letter to their pen pal using the sentence frames for support

**Modifications/Challenges/ Extensions:** Encourage students to participate through whole class discussion, individual discovery provides for gradual release of responsibility. Providing but not limiting student responses through the sentence frames allows for support for the students who need it.



## Thinking Questions

- What have you learned so far about handwritten letters?
- Do you think you will like getting a handwritten letter?
- Do you like writing the letter, why or why not?
- Do you think it is important to still write letters?
- How do you feel about the pen pal program so far? Why?

## Sentence Frames

- Handwritten letters are \_\_\_\_\_.
- I think I would \_\_\_\_\_ getting a  
handwritten letter because \_\_\_\_\_.
- \_\_\_\_\_ I liked writing the letter because  
\_\_\_\_\_.
- \_\_\_\_\_ it is important to write letters because  
\_\_\_\_\_.
- I think the pen pal program is  
\_\_\_\_\_ because \_\_\_\_\_.
- I \_\_\_\_\_ the pen pal program because  
\_\_\_\_\_.

### Unit 3 ~ Expressive Electronics

The unit is composed of six lessons. Some of the lessons can be taught as whole group or launched as whole group and completed in centers or rotations. The lessons are structured in a specific order, however if you feel your students are already showing a mastery of subject material, then lessons can be condensed. Lesson A and B are responses to pen pal letters and can occur when letters have arrived.

<p><b>Lesson A</b>  <b>Reading and Responding</b>  <i>Centers and Individual</i></p> <p>In this lesson, Writer Workshops are used for the students to read the letters their pen pals sent them and begin to formulate a response.</p> <p><i>Goal:</i> to increase students ASL and English Development</p> <p><i>Objective:</i> Students will review their pen pal letter and prepare a reply letter, remember the parts of the letter, using a clear voice and imagery, as well as generating new questions for their pen pal.</p>	<p><b>Lesson 1</b>  <b>Introduction to Communication Technology</b>  <i>Whole Group or Centers and Individual</i></p> <p>This lesson launches the new technology unit for the project. This lesson can be taught while you are still waiting for a reply from your pen pal handwritten letter. In this lesson the students will use a timeline to examine various changes that have impacted communication.</p> <p><i>Goal:</i> to increase students understanding and appreciation of technology impact on social interactions</p> <p><i>Objective:</i> Students will analyze and discuss using specific ASL sequencing vocabulary, the development of communication technology and create their own technology timeline.</p>
--	--

<p><b>Lesson 2</b> <b>Exploring Email</b> <i>Whole Group and Individual</i></p> <p>In this lesson, the students switch from the formal letter writing to begin using advanced communication technology- email. This lesson specifically focus on what is an email and compares it to writing a letter</p> <p><i>Goal:</i> to increase students understanding and appreciation of technology impact on social interactions</p> <p><i>Objective:</i> Students will examine reading samples of email and upon differentiating between handwritten letters and email, students will compare and contrast the two on a comparison chart.</p>	<p><b>Lesson 3</b> <b>Writing an Email</b> <i>Whole Group and Individual</i></p> <p>In this lesson, the students are writing an email to their pen pals and writing an opinion piece comparing email and letters.</p> <p><i>Goal:</i> to increase students understanding and appreciation of technological impact on social interactions</p> <p><i>Objective:</i> Given prior experience and a comparison chart, students will assess the benefits or corresponding with email and letters, and write an opinion piece.</p>
<p><b>Lesson B</b> <b>Reading and Responding (2)</b> <i>Centers and Individual</i></p> <p>In this lesson, Writer Workshops are used for the students to read the letters their pen pals sent them and begin to formulate a response.</p> <p><i>Goal:</i> to increase students ASL and English Development</p> <p><i>Objective:</i> Students will review their pen pal letter and prepare a reply letter, remember the parts of the letter, using a clear voice and imagery, as well as generating new questions for their pen pal.</p>	<p><b>Lesson 4</b> <b>Exploring Live Chatting</b> <i>Group or Centers and Individual</i></p> <p>In this lesson, the students continue on their discovery of communication technology by learning about live chatting, or live feed videos. The purpose of this lesson is to introduce them to the concept of a video conference and have them practice their speaking skills.</p> <p><i>Goal:</i> to increase students understanding and appreciation of technology impact on social interactions</p> <p><i>Objective:</i> Students will translate their written English letters into informal ASL phrase questions and conversations to prepare for their live chat.</p>

<p><b>Lesson 5</b> <b>Live Chatting</b> <i>Group or Individual</i></p> <p>In this lesson, the students will speak with their pen pals face to face via the internet and deliver their informal letter.</p> <p><i>Goal:</i> to increase students understanding and appreciation of technology impact on social interactions</p> <p><i>Objective:</i> Students will participate in a live discussion with their pen pal, engaging in a turn-taking discussion and asking questions of their pen pal.</p>	<p><b>Lesson 6</b> <b>Reflection: Live Chatting</b> <i>Group or Center and Individual</i></p> <p>This lesson is designed on an individual bases for the students to work on writing a reflection of their experience so far. There are discussion questions or thinking questions to help guide their writing.</p> <p><i>Goal:</i> to engage students in their own language and cognitive development process.</p> <p><i>Objective:</i> Using thinking questions, students will write a reflective journal entry about the electrical communication aspect of the pen pal program.</p>
--	--

	Student A	Student T	Student D	Student G	Student E	Student B
First Draft of Response Letter						
Evaluation Response Letter for voice, ideas, and questions						
Revision and Final Response Letter						
Analysis of communication technology and completed timeline						
Comparison between handwritten letters and emails						
Creating a classroom email						
First Draft of Email						
Evaluation Response Email for voice, ideas and questions						
Reflective Journaling of email						
Changes formal letter into informal conversation						
Participates in a video conference with pen pal						
Reflective Journaling of video conferencing						
Participation in class and on work						
Ability to work independently						
Ability to work with a group or partner						
	E (excellent)	S (Satisfactory)	NI (Needs Improvement)	GW (Great Work- everything is correct/neat and finished)	O (okay- some things are incorrect and a little messy)	SD (Still developing- incorrect, very messy and incomplete)

*Unit 3: Teacher Rubric for Gauging Student Work and Participation*

### Unit 3- Lesson A

#### Reading and Drafting a Response

**Time:** *This lesson could be used before starting the unit 3, or anywhere up to lesson 3.4, depending on when letters are received. It can be done in one day or multiple days, to write and then revise.*

**Helpful Hints:** In this lesson, Writer Workshops are used for the students to read the letters their pen pals sent them and begin to formulate a response.

- Writer Workshops- students are given the opportunity to write with specific and differentiated personal instruction with the teacher. The majority of the time is devoted to independent writing, where students are prewriting, drafting, revising and editing their pieces. During independent writing time, the teacher confers with students about their writing in short sessions.
- If the student wishes to tape their response to help with the English translation they can do this. If the student can articulately express themselves in English without taping, they may do this as well.  
You can have the students use the rubrics on their own papers, or their classmates.
- This lesson could be taught as a center in language arts rotation either before you hand out the letters, or afterwards.
- 

**Goal:** to increase students' ASL and English development

**Content Standards Addressed:** California Common Core Language Arts

**Reading: Key Ideas and Details-** (1) Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

**Writing: Text Types and Purposes-** (3) Write narratives to develop real or imagined experiences or events using effective technique, descriptive details and a clear event sequence.

#### Objective

**Content-** Students will review their pen pal letter and prepare a reply letter, remember the parts of the letter, using a clear voice and imagery, as well as generating new questions for their pen pal.

**Language-** Students will read the English version of the letters and using appropriate ASL expressions and signs, students will share information with their pen pal and then draft a friendly letter to their pen pal in written English.

#### Materials:

Whiteboard and markers  
Pen Pal Letters  
Student completed "Ideas"  
graphic organizer

Mock letter for each student  
Video Camera

**Launch:** Explain to the students that today we are going to read our responses from our Pen Pals and write a response back.

**Procedure:** Hand out the letters to the students, have them open the letters and give them time to read them. Clarify any questions or concepts that the students do not understand.

When you meet with the students in the workshop, ask them *what did you learn about your pen pal?* After they have summarized what the letter said, ask them *Did you pen pal ask you any specific questions? If yes, what are they?* Write these questions down for the students on a piece of paper. Explain that in their response, they can share more information from their ideas chart, or ask more questions of their pen pal, but they must answer the questions their pen pal asked them. This is very important.

The students must think about four things when writing their responses:

1. Answering the questions
2. Making sure the ideas are clear
3. Using emotion in writing (voice)
4. Having all five parts of the friendly letter

Give the student a mock letter and have them work on writing a response to their pen pal. If they want to use the video camera to tape the main part of the letter, make sure that is ready.

**Wrap Up:** Collect all the students back together and ask them if anyone wants to share the new question they are going to ask their pen pal.

**Assessment:**

**Formative:** teacher will monitor student understanding through open-ended questions during the activity and students engage

**Summative:** students will use information from the letter to discuss their pen pal or answer questions. Students will complete a mock letter for their pen pal.

**Revision**

**Content Standards Addressed:**

**Writing: Production and Distribution of Writing-** (5) With guidance and support from peers and adults, develop and strength writing as needed by planning, revising and editing.



## Objective

**Content-** Using the Student Friendly Scoring Guides, students will assess the first letter drafts, rating the use of voice and clear ideas and upon revision produce a final letter to send.

**Language-** Using appropriate ASL expressions and signs, students will share their justification for scoring and offer suggestions on revisions on their written English letters.

## Materials:

Each students Mock Letter  
 Additional blank Mock Letter  
 Student Friendly Scoring Guide for Voice and Idea  
 Pen Pal Letter  
 Friendly Letter Scoring Guide (Chart)

**Launch:** Explain that just as with our written letters, we need to use the scoring guides to make sure that we send out the best letters we can to our pen pals. Now it is even more important that we have clear ideas and voice, since we are answering our pen pals' questions and sharing even more information about ourselves.

**Procedure:** At the center, remind the students that the rubrics are used to help improve our writing. Have the students look at the letters and use the scoring guides and the rubrics to score the letters.

- Format of Letter: are all the parts there 1-5
- Score Ideas- does the writer paint a clear picture in your mind?
- Score Voice- can you understand or see the writer in this piece?
- Explain to the students about the section (Questions).
  - Does the writer ask the reader some questions?

Remind the students that for their scoring, they must be able to explain why they gave a score, and offer suggestions if possible.

Once the students have their feedback, provide them with the clean mock letter copy and have them begin to write their final draft of the letter. This can be done on an individual basis.

**Wrap Up:** Explain that instead of sending these letters through the mail, we are going to send them through a faster communication technology.

**Modifications/Challenges/ Extensions:**

Encourage students to participate through whole class discussion, partner talks and individual discovery provides for gradual release of responsibility. Using reminding language and student led discussion to facilitate appropriate behavior during the activity. Have a visual presentation chart helps the students stay organized. This is the second time the students are engaging in this activity, so they should not need such explicit instruction and instead focusing on reminding. Modeling the activity first allows for the students to understand what they are looking for.

Friendly Letter Scoring Guide														
<b>5 parts of the friendly letter</b> (heading, greeting, body, closing and signature)					<b>Ideas and Questions</b> I answered my pen pal's questions and asked some of my own. I expressed all my ideas clearly.					<b>Voice</b> My writing is nice and the English grammar matches what I wanted to say				
1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
<b>Improved</b>														

### Unit 3- Lesson 1

#### Introduction to New Technology

##### Time:

**Helpful Hints:** This lesson launches the new technology unit for the project. This lesson can be taught while you are still waiting for a reply from your pen pal handwritten letter. In this lesson the students will use a timeline to examine various changes that have impacted communication, but the section only goes up to the early 2000's so you might have to find examples or have the students suggest even more current types of technology.

Quick Write- a quick write is a short writing activity that the students do.

Today's Quick Write Prompt: Do you keep in touch with friends or relatives by e-mail, letters or video-phone? Explain which method you like best and why.

Vocabulary Routine: Define (define the word, with the word itself in the sentence), Example (provide an example in a sentence) Ask (ask the students a question referring to the vocabulary word)

Chaining- is a technique to help connect between the two languages (ASL and English). First point to the English word, fingerspell the word, sign the word and then point again.

Choose a student to read the section and then summarize the paragraph and review the specific vocabulary mentioned.

You can have a random calling system for the students (popsicle sticks, ect)

If the students already have prior knowledge of this reading, then you can provide them with supplementary material to examine. For focus more on developing their own timeline and quick write.

This lesson could be taught as a center in language arts rotation

Other books for the students to look through and examine during a center or independent work to complete the time table, if they have already read How We Keep in Tough

Invention by Lionel Bender

Communication by Chris

Oxlade

Turning Point Inventions:

Telephone by Sarah Gearhart

What's Inside Series: Great Inventions

The First Great Inventions by

Lancelot Thomas Hogben

Cool Stuff 2.0 and How It Works by Chris Woodford

**Goal:** to increase students understanding and appreciation of technology impact on social interactions

#### Content Standards Addressed: California Common Core Language Arts

**Reading: Key Ideas and Details-** (3) Describe the relationship between a series of historical events, scientific ideas or concepts or steps in technical procedures in a text, using language that pertains to time, sequence and cause/effect.

#### Objective

**Content-** Using the reading, How We Keep In Touch, the students will analyze the development of communication technology and create their own technology timeline.

**Language-** Students will discuss the reading, *How We Keep In Touch*, and through using specific ASL vocabulary will explain the progression of technology and reflect on this technology in their lives using written English.

---

**Materials:**

Writing Journals  
 Quick Write Prompt (See Helpful Hints)  
 Overhead projection of How We Keep in Touch  
 Individual copies of the reading for the students to take notes on  
 Technology Timeline copy for the students  
 Color Pencils and Regular Pencils  
 Scissors, Glue

**Launch:** *Ask the students if they think we have always communicated through phones, emails or letters?* Explain to the students that today we are going to continue to look at the differences in communication starting with some of the oldest and working our way up to current tools, but first we are going to do a Quick Write about different technologies the students use. Have the students open their writing journals and place the Quick Write prompt on the overhead. Explain the Quick Write and give the students time to write (3-10 minutes, depending on your class). Have the students close their writing journals. Place the overhead of *How We Keep in Touch* on the board.

**Procedure:** Ask the students what they see on the bottom of the page. Point to the timeline and explain that a timeline tells the time order in which events occurred. The events are often shown in time order from left to right. The event that occurred longest ago will be the first item on the left. This timeline shows important events in the history of communication. Point to the first event on the timeline—the first telegraph. The label says this happened in 1843-1844. This is the oldest event that occurred with communication technology. Tell the students that using the information in the reading and the timeline; they are going to make their own timeline of communication events.

If the students already have prior knowledge of this reading, you can just discuss the timeline and have them look through other reading sections, or begin working on their own timeline. However if the students have not read the section, you should introduce the vocabulary and read through the article.

First draw the students attention back to the bookmark at the top of the page and ask the students what Genre this reading is: Nonfiction-making the reading gives information about real people, places and things

Then read the content vocabulary using the Vocabulary Routine (only the definition and ask are provided)

- Technology
  - Definition: Technology is the use of skills, ideas and tools to meet people's needs.
  - Ask: What is an example of technology that you use every day?
- Communicate
  - Definition: When you communicate, you share information with others.

- Ask: What are some tools that help you communicate?
- Improved
  - Definition: Something that is made better is improved.
  - Ask: How have your study skills improved since you were little?
- Images
  - Definition: Images are pictures, such as photographs or drawings of someone or something.
  - Ask: Do you have images of your family?

Once you have gone through the vocabulary words, explain that during the reading when we talk about an important event in technology improvements, the students should circle or place a star next to that information so they can add it to their timeline.

- During the reading and discussion focus on sequencing words such as "first, second, third, before, after, following:

Begin to read the passage, and indicating important developments:

- Pony Express 1860-1861 for mail delivery
- Telephones late 1800's
- Airplanes 1900's for mail delivery
- Fax Machine regular use 1930's
- Any of the examples on the timeline.

Ask you read you can ask the following comprehension questions:

*Tell whether you think people liked to communicate with telegraph messages or with mail delivered by the Pony Express in 1860.* (They probably like to communicate by using the telegraph because it was much quicker and it made staying in touch easier. People like to use the quickest way of keeping in touch)

*What is the telegraph similar to now?* (email or text messages)

*What type of communication did people use first-the telephone or airmail?* (Using the timeline you can see that the telephone was used first)

*What are some changes that have taken place in technology since 1850?* (Long distance telephones came into being in 1876, and in 1975 personal computers were invented. by 1990 these computers linked to the Internet)

Once the passage has been read, show the students their timeline worksheets. Explain that they are each going to make their own timeline from the information. They can pick any four events they want and the fifth event is something that has happened after 2000. (This is not in the text and they must think of it themselves). They have to say the time, describe the event and draw a picture. Things to keep in mind for making the timeline:

- Oldest event is the one on the left and events go in order from there. The year, picture and description must all match the information
- Not everyone is going to pick the same events, and they should not
- Use the information circled in the reading to help you

Model filling in the first box and then give the students time to work on their timelines.

If the students finish early, have them go back and add some information to their original quickwrite based on the reading or the discussion

**Wrap Up:** Ask the students if anyone would like to share their timelines. If nobody does, then share yours with the class and ask again. Ask the students what they think will be the next big advancement in communication technology. If time allows, have the students write their answers in their writing journals

**Assessment:**

**Formative:** teacher will monitor student understanding through open-ended questions during the activity and students engage and contribute ideas to the technology timeline

**Summative:** students will complete a quick write in their journals and create their technology timeline. Students will use specific ASL vocabulary regarding sequencing in their descriptions.

**Modifications/Challenges/ Extensions:**

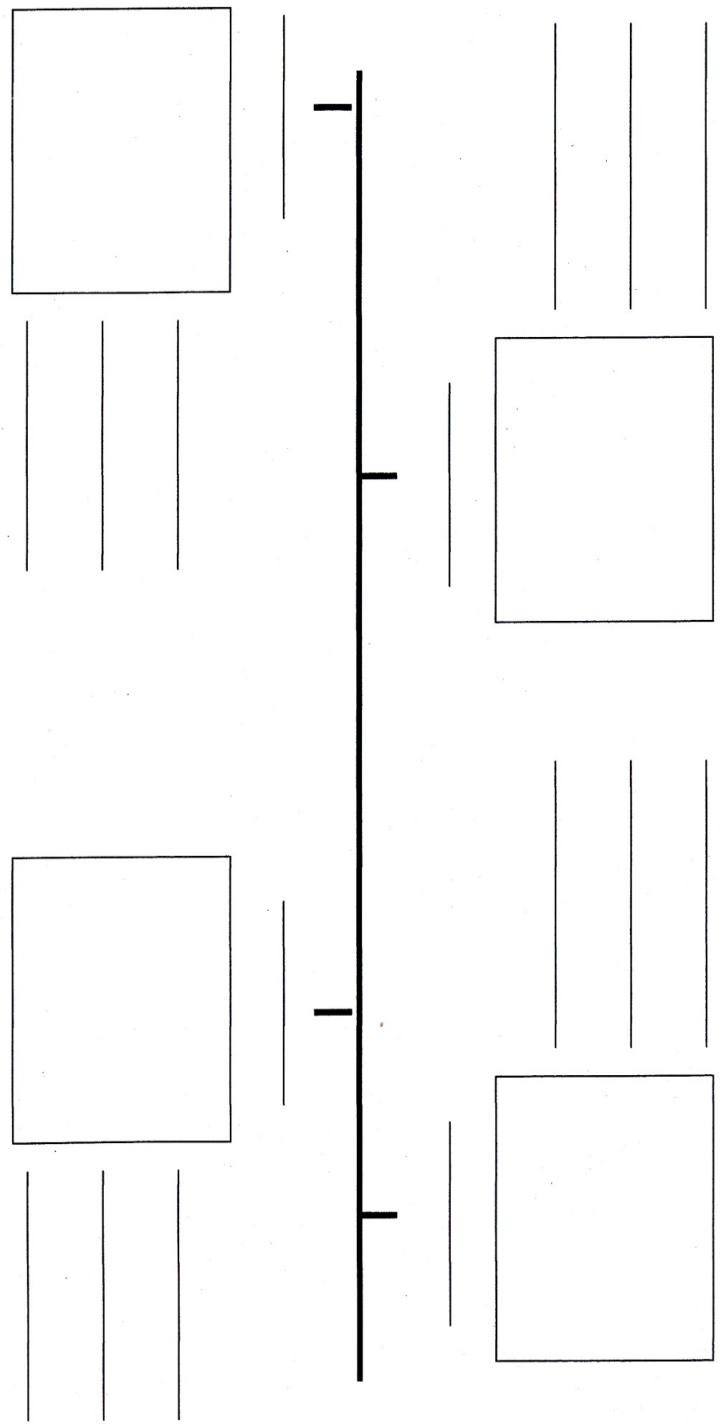
Encourage students to participate through whole class discussion, partner talks and individual discovery provides for gradual release of responsibility. Using reminding language and student led discussion to facilitate appropriate behavior during the activity and partner talk. Have a visual presentation that lists the different aspects helps the students stay focused on the lesson. Modeling the activity first allows for the students to understand what they are looking for. You could pull a wide range of books for students at a range of levels and still have them engage in the activity. All of the discussion is done through ASL which is the students natural language and written down in English. The lesson ask the students to read English and then be able to explain what they read and draw information from it. Teacher will rephrase and re-ask questions if needed. The lesson is academically accessible to all students

# Today's Quick Write

Do you keep in touch with friends or relatives by e-mail, letters or video-phone? Explain which method you like best and why.



# Technology Timeline



## Unit 3- Lesson 2

### Exploring Email

**Helpful Hints:** In this lesson, the students switch from the formal letter writing to begin using advanced communication technology- email. This is one of a few lessons that correspond with email specifically. The students will discuss email in general and then write an email to their pen pal. This lesson specifically focus on what is an email and compares it to writing a letter.

Vocabulary Routine: Define (define the word, with the word itself in the sentence), Example (provide an example in a sentence) Ask (ask the students a question referring to the vocabulary word)

Chaining- is a technique to help connect between the two languages (ASL and English). First point to the English word, fingerspell the word, sing the word and then point again.

Choose a student to read the section and then summarize the paragraph and review the specific vocabulary mentioned.

You can have a random calling system for the students (popsicle sticks, ect)

This lesson could be taught as a center in language arts rotation

**Goal:** to increase students understanding and appreciation of technology impact on social interactions

**Content Standards Addressed:** California Common Core Language Arts

**Reading: Integration of Knowledge and Ideas-** (9) Compare and contrast the most important points and key details presented in two texts on the same topic.

**Writing: Text Types and Purposes** (1) Write opinion pieces on topics or texts, supporting a point of view with reasons.

### Objective

**Content-** Students will examine reading samples of email and upon differentiating between handwritten letters and email, students will compare and contrast the two on a comparison chart.

**Language-** Students will examine reading samples of email and through the appropriate use of ASL comparison phrases will record their findings in a comparison chart.

### Materials:

Whiteboard and markers  
Overhead projector  
Copies of Letters from a Desperate Dog by Eileen Christelow

Pencils  
Comparison Chart

**Launch:** Ask the students the following questions

- *So far we have discussed about how to keep in contact with people through letters, and you have written and (hopefully) have received a letter back from your pen pal. As we talked about the other day, communication technology has changed how people stay in contact with one another. What are some ways you can keep in touch with people? Write down or discuss student answers.*

Explain that today we are going to focus on one of these ways, through emailing. This is because the next way you are going to write to your pen pal is through an email.

**Procedure:** Write the word email in the center of the board and *Ask the students: What is an email?* Use the vocabulary routine to define.

- Email
  - Definition: *Email* is an electronic message sent from one communication device to another. The device can be a computer, phone or other tool as long as there is internet connection.
  - Example: She *emailed* me the good news from her Smartphone.

*Ask:* What type of things can you email? (with emails you can send more than just letters, you can send photos, music, videos).

*Ask the students what they know about email? Have any of them sent an email before? What was it like? How is it similar/different to sending a letter?* Write around the word email what the students suggest, creating a visual think bubble around the word.

Show the students the cover for Letters from a Desperate Dog and explain that in this story a dog is writing to an advice columnist about how to get along with her owner. *Ask the students who an "advice columnist" is.* (A person whom people write to and ask their advice, help or opinion on different things).

- You are not going to read the story to the students at this time, instead you are only going to highlight the email correspondences. If the students want to read the story later on that is fine.

Turn to page 8 and allow the students some time to look at the email. Read to top of the page "I race across the street to the library and e-mail ASK QUEENIE" Highlight that when using email, you only have to have access to the internet, even if you do not have internet at home, there are places that you can use it for free, like the library. Ask the students if it costs money to mail a letter. This is one of the advantages of using email, is that it can be free.

Explain to the students that we are going to look at the form of the letter and compare it to a letter.

Point to the top of the email where it says (to...) and ask the students what they think this is based on our knowledge of letters. Explain to your students that this is the Header on an Email. The Header includes the "address" of the person, but this time their email

address. It also includes your email address and the subject title. The subject means what the letter is about, business, personal about a doctor's appointment. *Ask the students what the subject is for this letter.* (George) Now since George is the dog's owner, we know that the email is going to be about the owner.

- Ask the students where the greeting is: (Dear Queenie) this is the same on a letter*
- Ask the students about the body of the email, does it look and sound like the body of a letter? Read the body out loud.*
- Ask the students if the email has a closing and a signature.*
- Highlight to the students that an email still has all five parts of a friendly letter, with a few differences.

Turn to page 9 which has the reply. Read the top of the page to the students "I don't have to wait long for an answer". Highlight this point to the students that instead of having to wait days or weeks for a reply, someone can email you back that day, in a few hours, minutes or seconds.

- Read the email to the students and give them some time to analyze the email. Turn to page 12. Read the top of the page to the students "Late at night, when I'm sure George is asleep, I use his computer to e-mail ASK QUEENIE for more advice". Highlight to the students that the mail is only picked up at specific times during the day, and only delivered once, but with email there are not time requirements on it, so you can email late at night, in the morning or whenever you want.

Read the two emails to the students, and *ask them if they can see examples of voice in the writing.* ( using capitalization and exclamation marks in the writing)

- Point out that the dog is using his owners computer to use email, using email is not always as private as writing letters and sometimes other people can read your emails.
- And when people email you all the time, you never get a break.

After reading the story, explain to the students that as we said there are some positives and negatives to using handwritten letters and emails. Place the comparison chart on the overhead and pass out one for each of the students. This comparison chart will compare the pros and cons of using email or mail letters. Have the students suggest some of the benefits of writing letters and then emails. The students should copy down the information onto their own charts.

- Benefits of Writing Letters: Personal, exciting to receive mail, can send other things with a package (tangible things)
- Benefits of Writing Emails: can do many at one time, not as expensive, can talk to that person daily
- Cons of writing letters: cost money to do it, takes time to get a reply back

- Cons of email: not as personal, happening all the time means no break, is not as private.

**Wrap Up:** Once the students have finished their chart, explain that after the students have emailed their pen pal, they will use the chart to help them write an opinion piece about if they prefer handwritten letters or emails.

**Assessment:**

**Formative:** teacher will monitor student understanding through open-ended questions during the activity and students engage and contribute ideas to the discussion

**Summative:** students will complete a comparison chart using appropriate ASL comparison phrases. .

**Modifications/Challenges/ Extensions:**

Encourage students to participate through whole class discussion, partner talks and individual discovery provides for gradual release of responsibility. Using reminding language and student led discussion to facilitate appropriate behavior during the activity. Have a visual presentation chart helps the students stay organized. Modeling the activity first allows for the students to understand what they are looking for. All of the discussion is done through ASL which is the students natural language and written down in English. T Teacher will rephrase and re-ask questions if needed. The lesson is academically accessible to all students

### Unit 3- Lesson 3

#### Writing an Email

**Helpful Hints:** In this lesson, the students are going to use email to connect with their pen pals. If the students have access directly to an email account then they type their letter into an email and send that to their pen pal. If not, the teacher needs to scan the letters into a document and attach it onto a class email that the class will draft together.

- This should be a rather short lesson, since the letters have already been written and the students just need to experience sending an email, since they have already seen examples of email and discussed them. This is why the students are either sending an individual email, or the best option would be for the class to draft one email to send on behalf of their class to the other class through the teacher's email account.
- The other component of this piece is that the students actually write an opinion piece about which they prefer, using email or the postal service for correspondence.

**Goal:** to increase students understanding and appreciation of technology impact on social interactions

**Content Standards Addressed:** California Common Core Language Arts

**Speaking and Listening: Comprehension and Collaboration-** (1) Engage effectively in a range of collaborative discussions with diverse partners on grade 3 topics and texts, building on other's ideas and expressing their own clearly.

**Writing: Text Types and Purposes-** (1) Write opinion pieces on topics or texts, supporting a point of view with reasons.

#### Objective

**Content-** Given prior experience and a comparison chart, students will assess the benefits of corresponding with email and letters, compare the two and write about their preference as measured by an opinion piece.

**Language-** Given expectations for class discussions, students will take turns and use specific ASL signs for letter writing to dictate a class email.

#### Materials:

"Discussion Rules"

Access to Internet/Email account

Scanned letters from the students

Overhead projector

Writing Journals

Comparison Chart of Email and Letters

Sentence Frame: I think receiving a \_\_\_\_ is better because

\_\_\_\_\_.

**Launch:** Remind students that we have written our letters and discussed about how email can help keep us all connected with one another in some faster ways than mailing letters. Today we are going to write a class email and send our letters, and then we will write an opinion paragraph about using email or writing letters.

**Procedure:** Show the students the paper that says “Discussion Rules”. There should already be one rule listed on the paper, but allow the students to suggest some of their own ideas.

One person speaks at the time

*Ask the students what other rules they can think of.* Write down their suggestions and explain the expectations for them.

Other Rules: listen and look at the person who is speaking, raise your hand if you want to add something, no laughing at another person’s suggestion, no interrupting when someone is speaking.

After you have established the expectations for discussion, explain that now we are going to take turns adding our input to a class email, for sending our letters.

### **Sending an Email**

- Open up your teacher email or personal email. **(you might want to have gone through and cleared up some of your inbox before allowing the students to see).**
- Show the students an email and explain that all these lines are different emails, so each line is a separate piece of “mail”.. Imagine what it would be like if your mailbox at home had all this mail. One positive about email is that you can save emails for many years.
- Click on new message and bring up a blank page. Ask the students what goes in the “to” and “subject” lines. (This should be the name of the person you are sending it to, or their email address, and the subject tells the person what the email is about)
- Ask the students what the “subject” line should be.
- Proceed through asking students for their input for writing an email remember all the parts of the letter. *What should we say for the Greeting? What should we say in our email? Maybe we should say something about what is in the email (we have attached our letters for our pen pals). What should our closing be? How can we sign this?*

- In the email add the line (*Please send an email back when you receive this*). The reason for this is to directly demonstrate to the students how quickly one can corresponded through email.

Now explain to the students that since we have now sent our pen pals handwritten letters and an email, and we have compared the two on our comparison chart, we are going to write about which they prefer to use.

### **Opinion Piece**

- Remind students that we have already completed a comparison chart about the pros and cons of sending email or letters. Now what they have to do is just think about which one they prefer, which one they like or which one is easier and write about that. I need to start out with the writing frame and then use the information on their chart to support their opinion.
- Show the students the sentence frame: I think receiving a \_\_\_\_\_ is better because \_\_\_\_\_. *Ask the students what the word "receiving" means for clarification. (to be given something.*
- *Ask the students what two options go in the first line (handwritten letter, email). In the second line they have to explain why they think that, using their own experience and information from the comparison chart.*
- Explain to the students that there is no "correct" answer, either letters or email is perfect as long as they explain why and their reasons. You are only looking for an opinion and supporting details explaining why.
- Give the students time to write their responses, either independently or during center rotations.

**Wrap Up:** Ask the students to raise their hands to show which type they prefer to use: either email or letters. Ask the students if anyone wants to share their reasons with the class. If not collect the journals to review.

### **Assessment:**

**Formative:** teacher will monitor student understanding through open-ended questions during the activity and students engage and follow the discussion rules.

**Summative:** students have created an opinion piece with a topic sentence and supporting details after comparing email and handwritten letters.

### **Modifications/Challenges/ Extensions:**

Encourage students to participate through whole class discussion, partner talks and individual discovery provides for gradual release of responsibility. Using reminding language and student let discussion to facilitate appropriate behavior during the activity Have a visual presentation chart helps the students stay organized. Modeling the activity first allows for the students to understand what they are looking for. After this lesson the students have a direct experience with letters and email, so they can use these resources to draw upon for their writing. All of the discussion is done through ASL which is the students natural language and written down in English. T Teacher will rephrase and re-ask questions if needed. The lesson is academically accessible to all students



I like using (email/letters) better because...

I like receiving an (email/letter) better because...

### Unit 3- Lesson 4

#### Exploring Live Video Conferencing

##### Time:

**Helpful Hints:** In this lesson, the students continue on their discovery of communication technology by learning about live chatting, or live feed videos. They have already participated in mailing letters and now emailing letters, this latest technology allows for live action, face to face interaction for individuals. The purpose of this lesson is to introduce them to the concept of a video conference and have them practice their speaking skills.

- The students should have received an emailed letter back from their pen pal, and written a response before moving onto this lesson. This is because when live chatting it is less formal so there will be some changes to the format of the letter.
- Prior to starting this lesson, you should already download Skype or the live chatting system you are using. If needed establish an account as the classroom. You will also need a web camera to perform this lesson.
- If possible and your school allows, bring up some commercials from apple with their facetime commercials, especially for the iPhone 4 which features two deaf actors using facetime to chat with each other.

**Goal:** to increase students understanding and appreciation of technology impact on social interactions

**Content Standards Addressed:** California Common Core Language Arts

- Speaking and Listening: Knowledge of Language-** (3) Use knowledge of language and its conventions when writing, speaking, reading or listening.
- (B) Recognize and observe differences between the conventions of spoken and written language.

##### Objective

- Content-** Students will examine the differences between corresponding in written language and corresponding with an individual live.
- Language-** Students will translate their written English letters into informal ASL phrase questions and conversations to prepare for their live chat.

##### Materials:

- Internet and Web camera
- Student letters from Lesson B
- colored pencils

**Launch:** Ask the students the following questions

- So far, we have discussed about how to keep in contact with people through letters and emails with the focus being on writing. However, there are other ways to connect with individuals like the telephone and texting, which means you can up-to-date current conversations with people. In the past, few years there have been even further advancements for people to communicate face to face while meaning many miles away. Does anyone know what that is? (Web cameras, Facetime, Skype, and Video Phone)*

Explain that today there are many ways to see an individual and talk with them, while being far away. For our pen pal program, we are becoming to the final stage of actually seeing our pen pal live!

**Procedure:** Write the word video conferencing in the center of the board and *ask the students: What is video conferencing?* Use the vocabulary routine to define.

- Video Conferencing
- Definition: *Video conferencing* is when people at different locations can simultaneously (at the same time) can see and hear each other through technology devices.
- Example: Sometimes large businesses have *video conferences* when offices are spread out across the country.

**Ask:**

- What type of tools do you need to video conference? (computer, phone or Ipad with web cameras and the internet)*
- Does anyone have any experience chatting with someone through one of these?*
- How is it similar or different then sending an email?*

Explain that when we write things down, we use a formal language that is different from when we talk to someone. We have had a lot of practice writing to our pen pals in formal language, but since the next phase is going to be video conferencing, we need to look at our letters and see where we need to make changes.

Place a letter on the overhead and point to the Header at the top. Ask the students:

- When you greet someone do you typically start out saying the date and address? (No*
- What do you typically start with? (some sort of greeting, like Hi, or How are you) So when we talk to our pen pal live are we going to say the "heading" (no) so let's cross that out.*
- Now we know we are going to keep the greeting, but is the one you have*

*going to work? If you say Dear in your letter, are you going to say dear to that person? (no, so lets think of something else to say here-review suggestions from the above question). Write in the new greeting with a colored pencil.*

*Do you think you can keep the body of your letter?* Yes because when you have conversations with someone, you typically share about yourself and ask them questions. What is different when we do a video conference is that **you take turns sharing information and asking questions**. The best thing is that you can ask your pen pal a question and they can respond to you right away, in a live conversation. We are going to practice taking turns later on.

*What about the closing and signature?* Typically you end a conversation with a form of closing, like "nice talking to you" or "see you later" but you do not have to say or fingerspell your name out. So lets cross our signature and look to see if we need to change our closing.

Explain that now we are going to have some time practicing our "informal letters" for when we chat with our pen pal. Give the students a few moments to read and practice to themselves their letters. There are a few days to carry out the rest of the lesson:

You can pair the students up and have them practice with one another. When the students ask a question they can pause afterwards and pretend their pen pal is giving an answer.

You can work one-to-one or in a small group of students, and as the teacher you take on the role of pen pal and practice a live conversation with the students

You can videotape the students and allow them to view and critique themselves

Before releasing the students, it is important that you highlight the importance of clear and slow signing during the conversation.

**Wrap Up:** *Ask the students if they notice a difference in the type of language used for the letters and the language used for the video conferencing. (one is formal and one is not, accept other student answers). Ask the students what they are feeling about finally "meeting" their pen pal? (excited, scared, nervous)*

**Assessment:**

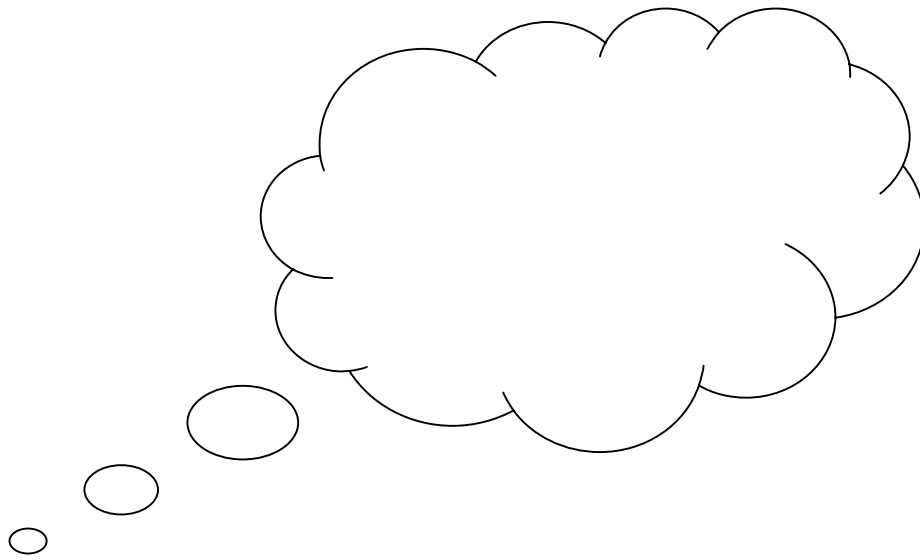
**Formative:** teacher will monitor student understanding through open-ended questions during the activity and students will practice signing their letters

**Summative:** Students will edit their written letters to a more informal "verbal" one and discuss the differences between written and spoken languages.

**Modifications/Challenges/ Extensions:**

Encourage students to participate through whole class discussion, partner talks and individual discovery provides for gradual release of responsibility. Using reminding language and student led discussion to facilitate appropriate behavior during the activity. Have a visual presentation chart helps the students stay organized. Modeling the activity first allows for the students to understand what they are looking for. It is important to address their concerns or feelings about meeting their pen pal face to face. All of the discussion is done through ASL which is the students natural language and written down in English. T Teacher will rephrase and re-ask questions if needed. The lesson is academically accessible to all students

# Topics for Video Conferencing



## Unit 3- Lesson 5

### Live Chatting

#### Time:

**Helpful Hints:** In this lesson, the students will speak with their pen pals face to face via the internet and deliver their informal letter.

- You should already have prearranged the time with the other teacher, and performed a few test runs with the service.
- This might be one of the most exciting times for the students, so make sure to factor in some “excitement time” for your students.
- Depending on the technology set up of your school and classroom, there are many ways to perform this lesson, however you should have an established time limit for all students, and reinforce to the students that they must complete their questions in the time frame.

**Goal:** to increase students understanding and appreciation of technology impact on social interactions

**Content Standards Addressed:** California Common Core Language Arts

- Speaking and Listening: Comprehension and Collaboration-** (1c) Engage effectively in a range of collaborative discussions with diverse partners, building on others' ideas and expressing their own clearly. Ask questions to check understanding of information presented, stay on topic and link their comments to the remarks of others.

#### Objective

- Content-** Students will participate in a live discussion with their pen pal, engaging in a turn-taking discussion and asking questions of their pen pal.
- Language-** Using the appropriate ASL phrases for a live discussion, students will greet, chat with and say goodbye to their pen pal.

#### Materials:

- Student Informal Letters
- Web cameras/computers
- Thinking Questions- What was it like to see you pen pal live? Where they like you expected, Why or Why not? Did you like using the video conferencing, why or why not?

**Launch:** Remind the students that today is when we are going to chat with our pen pal face to face. Ask the students how they feel about this? Are they excited or nervous? Remind them about the expectations for the discussion- there is a time limit.

**Procedure:** Remind them that it is important to signing slowly and clearly, answer their pen pal's questions and ask them some more. Remember to have the informal parts of a greeting, the main body and the closing.

Allow the students some practice time to sign their story and then being the chatting.

- You can either do the actual chatting, individually (all students on a computer), one at a time individually (at a center) or one at time as whole class (so everyone can watch). This will depend on the technology available to you in the class, as well as the conferencing service you choose to use (Skype or video relay)

Immediately after chatting with their pen pal, have the students reflect in their journals about what it was like. If there is not enough time to write, then have them record their answers into a video tape, so they can use this for their presentation. Have the following thinking questions available:

- Thinking Questions- What was it like to see you pen pal live? Where they like you expected, Why or Why not? Did you like using the video conferencing, why or why not?

**Wrap Up:** Ask the students if anyone wants to share their thoughts or opinions about the thinking questions, ask them out loud for the students to verbally respond. Explain that we are done with the pen pal program and the next part is for their presentation and share information about their pen pal.

**Assessment:**

- **Formative:** teacher will monitor student understanding through open-ended questions during the activity and students actively engage with their pen pal.
- **Summative:** students will record their thoughts about the video conferencing and seeing their pen pal live.

**Modifications/Challenges/ Extensions:**

Encourage students to participate through whole class discussion, partner talks and individual discovery provides for gradual release of responsibility. Using reminding language and student let discussion to facilitate appropriate behavior during the activity Have a visual presentation chart helps the students stay organized. Modeling the activity first allows for the students to understand what they are looking for. All of the discussion is done through ASL which is the students natural language and written down in English. T Teacher will rephrase and re-ask questions if needed.



# Thinking Question

What was it like to see you pen pal live?

Where they like you expected- why or why not?

Did you like using the video conferencing- why or why not?

### Unit 3- Lesson 6

#### Reflection: Live Chatting

##### Helpful Hints:

- This lesson is designed on an individual bases for the students to work on writing a reflection of their experience so far. There are discussion questions or thinking questions to help guide their writing.
- You might want to read the questions to them, and then release them to write in a center or independently
- After a discussion this activity is based upon a quick write which is between 2 to ten minutes.

**Goal:** to engage students in their own language and cognitive development process.

##### Content Standards Addressed:

- Writing: Text Types and Purposes-** (1) Write an opinion piece on topics or texts, supporting a point of view with reasons.

##### Objective

- Content-** Using thinking questions, students will write a reflective journal entry about the electrical communication aspect of the pen pal program.
- Language-** Upon participating in an ASL discussion and review of the unit, the students will complete an English journal entry about their experience so far with the program.

##### Materials:

- Overhead or Projector
- Student Writing Journals
- Thinking Questions**
  - *What have you learned so far about the changes in communication technology?*
  - *Did you like writing emails? Why or why not?*
  - *Do you like live chatting with your pen pal, why or why not?*
  - *What was the biggest advantage to using email and live chat? What is the biggest disadvantage to using email and live chat?*
  - *How do you feel about the pen pal program so far? Why?*
- Sentence Frames**
  - *I have learned that communication technology is/has \_\_\_\_\_.*
  - *I \_\_\_\_\_ getting an email because \_\_\_\_\_.*
  - *I \_\_\_\_\_ live chatting because \_\_\_\_\_.*
  - *Advancements in communication technology is important because \_\_\_\_\_.*
  - *I think the pen pal program is \_\_\_\_\_ because \_\_\_\_\_.*
  - *I \_\_\_\_\_ the pen pal program because \_\_\_\_\_.*

**Launch:** Explain to the students that we have now finished the communication technology part of our pen pal program and we are going to do some writing about our experience so far. It is just like you wrote about your feelings about the handwritten letter. It is important to reflect on our experience so far, because it will help you with your final presentation at the end.

**Procedure:** Place the Thinking Questions on the overhead and discuss each one with the class as you go down the list. Explain that there is not a right or wrong answer, and many of the questions are “you think/feel” Explain that this means that it is only about what the students feel. If they did not like the letter writing that is fine, but they must tell you why.

- Emphasize that you are only going to be looking to make sure they answered some of the questions about the letter writing, for credit. They should not be worried about writing what you (as the teacher) want to hear.

After you have had a discussion through the thinking questions, show the students the sentence frames and tell them, that they can use these frames to help them in their writing. You can give your students as much time as you think is appropriate to write, but it should not exceed 10 minutes.

- Give the students warning time (5 minutes left, 2 minutes left) if you are finished take a look at your answers again and see if you can add anything else.

**Wrap Up:** After the students have finished writing, ask them if anyone wants to share. If they do, allow them to read some of their passages, if not collect the writing samples to review.

Explain that for the next part, we are going to work on our presentation about the pen pal program and share some of the information about our pen pal to the class.

**Assessment:**

- **Formative:** teacher will monitor student understanding through open-ended questions during the activity and students actively participating in the discussion.
- **Summative:** students will write a reflective journal entry about writing a letter to their pen pal using the sentence frames for support

**Modifications/Challenges/ Extensions:** Encourage students to participate through whole class discussion, individual discovery provides for gradual release of responsibility. Using reminding language and student let discussion to facilitate appropriate behavior during the activity. Providing but not limiting student responses through the sentence frames allows for support for the students who need it, without restricting the free thinking of more advanced students. Teacher will rephrase and re-ask questions if needed. The lesson is academically accessible to all students

# Thinking Questions

- What have you learned so far about the changes in communication technology?
- Did you like writing emails? Why or why not?
- Do you like live chatting with your pen pal, why or why not?
- What was the biggest advantage to using email and live chat? What is the biggest disadvantage to using email and live chat?
- How do you feel about the pen pal program so far? Why?

## Sentence Frames

- I \_\_\_\_\_ getting an email because \_\_\_\_\_.
- I \_\_\_\_\_ live chatting because \_\_\_\_\_.
- I think the pen pal program is \_\_\_\_\_  
because \_\_\_\_\_.
- I \_\_\_\_\_ the pen pal program because  
\_\_\_\_\_.

## Unit 4 ~ Reflective Journaling

The unit is composed of four lessons. Some of the lessons can be taught as whole group or launched as whole group and completed in centers or rotations. The unit breaks up the entire presentation preparation into specific lessons.

<p><b>Lesson 1</b>  <b>Reflective Journaling: Technology</b>  <i>Whole Group and Centers/Individual</i></p> <p>In this lesson, the students will begin to prepare for their presentation by looking back at their reflections and experience in the pen pal program. This lesson focuses on the use of various technology used in the program</p> <p><i>Goal:</i> engage students in their own language and cognitive development</p> <p><i>Objective:</i> Students will recall and evaluate the various communication technologies used and summarize their opinions about the technology in a technology opinion guide.</p>	<p><b>Lesson 2</b>  <b>Reflective Journaling: My Pen Pal</b>  <i>Whole Group and Centers/Individual</i></p> <p>In this lesson, the students will begin to prepare for their presentation by looking back at their reflections and experience in the pen pal program. This lesson focuses on what they learned about their pen pal.</p> <p><i>Goal:</i> engage students in their own language and cognitive development process</p> <p><i>Objective:</i> Students will review their notes (both written and videotaped) about their pen pal and summarize their knowledge and feelings about their pen pal.</p>
<p><b>Lesson 3</b>  <b>Reflective Journaling: My Thoughts and Poster</b>  <i>Whole Group or Centers and Individual</i></p> <p>In this lesson, the students will begin to prepare for their presentation by looking back at their reflections and experience in the pen pal program. This lesson focuses on their overall feelings about having a pen pal. They will also construct their poster for their presentation.</p> <p><i>Goal:</i> engage students in their own language and cognitive development process</p> <p><i>Objective:</i> Students will assess the benefits of participating in a pen pal program through written self reflection and assemble their entire reflective journal entries on a poster.</p>	<p><b>Lesson 4</b>  <b>Reflective Journaling: Presentation</b>  <i>Whole Group</i></p> <p>In this lesson, the students will present their final presentation to their classmates regarding the pen pal program. The focus of this presentation is there sharing their personal thoughts: their favorite type of technology used and why, their pen pal and their overall thoughts of the program.</p> <p><i>Goal:</i> students in their own language and cognitive development process</p> <p><i>Objective:</i> Students will share their experience with a pen pal- highlighting the technology used, descriptions of their pen pal and their own personal thoughts.</p>

	Student A	Student T	Student D	Student G	Student E	Student B
Student understand expectations for Presentation						
Completion of Technology Opinion Guide						
Completion of My Pen Pal						
Completion of My Thoughts						
Comparison between handwritten letters and emails						
Completed Poster with: drawing of pen pal, favorite technology, details of pen pal and overall thoughts on the program						
Presentation (see presentation rubric)						
Participation in class and on work						
Ability to work independently						
Ability to work with a group or partner						
Comments						
	E (excellent)	S (Satisfactory)	NI (Needs Improvement)	GW (Great Work- everything is correct/neat and finished)	O (okay- some things are incorrect and a little messy)	SD (Still developing- incorrect, very messy and incomplete)

*Unit 4: Teacher Rubric for Gauging Student Work and Participation*

## Unit 4- Lesson 1

### Reflective Journal: Technology

#### Time:

**Helpful Hints:** In this lesson, the students will begin to prepare for their presentation by looking back at their reflections and experience in the pen pal program. This lesson focuses on the use of various technology used in the program

- You want to provide the students with any material they used during the project where they compared or reflected on their feelings about the technology.
- After the launch and explaining the guide, the students can do this activity independently or in a language arts rotation.

**Goal:** engage students in their own language and cognitive development process

**Content Standards Addressed:** California Common Core Language Arts

- Writing Standards: Text Types and Purposes-** (1) Write opinion pieces on topics or texts, supporting a point of view with reasons.

#### Objective

- Content-** Students will recall and evaluate the various communication technologies used and summarize their opinions about the technology in a technology opinion guide.
- Language-** Students will review their notes (both written and videotaped) about the technology, discuss their opinions in a group using ASL and individually draft a technology opinion guide .

#### Materials:

- Paper with the following: Presentation: Technology Used, About my Pen Pal, What I Thought and Expectations
- Writing Journals/ Reflections (written or videotaped)
- Comparison Sheet between handwritten letters and emails
- Technology Opinion Guide

**Launch:** Explain to the students that we are going to begin to work on our presentations about the pen pal program, but we are going to break it apart into specific areas: Technology Used, About My Pen Pal and What I Thought. Show them the presentation paper.

- Explain that for **Technology** the students are going to think about the different types of communication technology used and then pick their favorite to share with the class. Today we are going to focus on the technology part.



- Explain that for **My Pen Pal** the students are going to share some cool facts they learned about their pen pal
- Finally for **My Thoughts** the students share their overall thoughts about the pen pal project from start to finish.
- Explain that the students will be **Graded** on having all three parts, making a poster and presenting their information to the class.

**Procedure:** Tell the students that today the focus is on Technology and emphasize that not everyone will have the same favorite technology, there is no right or wrong one to pick, only what they truly liked the best. Show the students the Technology Opinion Guide. Explain that there are three sections because we used three different types of technology for our pen pal program.

- *Ask: Does anyone remember what the three were?* (handwritten letters, email and video conferencing). In each section you need to write two reasons as to why you liked that technology and one reason as to why you did not. If you really cannot think of a reasons that you did not like something, then leave it blank.

Take your time thinking of your reasons and use your journals or other papers to help you state your reasons as to why you like that technology or did not like it. You should give your students time to do this activity, walking around and offering suggestions or guidance.

If some students are stuck, you can pull the class back together and share some of the ideas of the other students. When the students are finished, have them place a star next to the technology that is their favorite.

**Wrap Up:** Ask the students to share with one another what their favorite technology is and if there is time ask them why this was their favorite.

**Assessment:**

- **Formative:** teacher will monitor student understanding through open-ended questions during the activity.
- **Summative:** students will complete a technology guide and explain their reasoning for picking their favorite technology.

**Modifications/Challenges/ Extensions:**

Encourage students to participate through whole class discussion, partner talks and individual discovery provides for gradual release of responsibility. Using reminding language and student let discussion to facilitate appropriate behavior during the activity Have a visual presentation chart helps the students stay organized. Modeling the activity first allows for the students to understand what they are looking for. All of the discussion is done through ASL which is the students natural language and written down in English. T Teacher will rephrase and re-ask questions if needed.

# Presentations



## Technology Used



## My Pen Pal



## My Thoughts



## Expectations

- Having all sections
- Making Poster
- Presenting Information



## Technology Opinion Guide

<b>Handwritten Letter</b>
A handwritten letter is
I like handwritten letters because
1.
2.
I do not like handwritten letters because
<b>Email</b>
An email is
I like email because
1.
2.

I do like handwritten letters because

**Video Conferencing (Live Chatting)**

Video conferencing is

I like video conferencing because

1.

2.

I do not like video conferencing because

## Unit 4- Lesson 2

### Reflective Journal: My Pen Pal

#### Time:

**Helpful Hints:** In this lesson, the students will begin to prepare for their presentation by looking back at their reflections and experience in the pen pal program. This lesson focuses on what they learned about their pen pal.

- You want to provide the students with any material they used during the project where they compared or reflected on their feelings about the technology.
- After the launch and explaining the guide, the students can do this activity independently or in a language arts rotation.

**Goal:** engage students in their own language and cognitive development process

**Content Standards Addressed:** California Common Core Language Arts

**Writing Standards: Text Types and Purposes-** (1) Write opinion pieces on topics or texts, supporting a point of view with reasons.

#### Objective

- Content-** Students will assess and summarize the information they learned about their pen pal in a graphic organizer.
- Language-** Students will review their notes (both written and videotaped) about their pen pal and summarize their knowledge and feelings about their pen pal.

#### Materials:

- Writing Journals/ Reflections (written or videotaped)
- Pen Pal Letters
- My Pen Pal Graphic Organizer
- Paper/pencils for drawing a picture

**Launch:** Remind students that before we worked on our Technology Reflection and they had all picked their favorite type of technology used. Today we are going to focus on sharing some information about our pen pals for the second requirement of our presentation.

**Procedure:** Show the students the My Pen Pal Graphic Organizer. Explain that the students are going to look through their letters and notes (written and taped) and write down the information they learned about their pen pal. This is the chance for them to share information they learned about their pen pal, since everyone had a different one. It is important that you think about the information you want to share.

- ON the organizer there is a section for writing thing you have in common with your pen pal and things that make you different from your pen pal.
- There is also a section to write any interesting facts or things they learned about their pen pal.
- When it is time to present, the students will pick one similarity, one different and one cool fact to share during their presentation.

Emphasize to your students that they should read through the letters again to refresh their memory and then being the process of summarizing their pen pal. You should give your students time to do this activity, walking around and offering suggestions or guidance.

If some students are stuck, you can pull the class back together and share some of the ideas of the other students. When the students are finished, have them begin to draw a picture of their pen pal.

**Wrap Up:** Explain to the students that we are almost done with our reflection journaling and soon we will start the actual presentation.

**Assessment:**

- **Formative:** teacher will monitor student understanding through open-ended questions during the activity.
- **Summative:** students will complete a My Pen Pal graphic organizer

**Modifications/Challenges/ Extensions:**

Encourage students to participate through whole class discussion, partner talks and individual discovery provides for gradual release of responsibility. Using reminding language and student let discussion to facilitate appropriate behavior during the activity Have a visual presentation chart helps the students stay organized. Modeling the activity first allows for the students to understand what they are looking for. All of the discussion is done through ASL which is the students natural language and written down in English. T Teacher will rephrase and re-ask questions if needed. The lesson is academically accessible to all students

## My Pen Pal

Similarities	Differences	Interesting Facts

## Unit 4- Lesson 3

### Reflective Journal: My Thoughts

#### Time:

- Helpful Hints:** In this lesson, the students will begin to prepare for their presentation by looking back at their reflections and experience in the pen pal program. This lesson focuses on their overall feelings about having a pen pal. They will also construct their poster for their presentation.
- You want to provide the students with any material they used during the project where they compared or reflected on their feelings about the project.
- The students will be cutting specific sections of their previous work out and gluing them onto poster boards. So you might want to have photocopied their work before this lesson, and already have posters for them.
- After the launch and explaining the guide, the students can do this activity independently or in a language arts rotation.

**Goal:** engage students in their own language and cognitive development process

**Content Standards Addressed:** California Common Core Language Arts

**Writing Standards: Text Types and Purposes-** (1) Write opinion pieces on topics or texts, supporting a point of view with reasons.

#### Objective

- Content-** Students will assess the benefits of participating in a pen pal program through written self reflection and assemble their entire reflective journal entries on a poster.
- Language-** Students will review their notes (both written and videotaped) about the pen pal program including their knowledge and feelings about the program and create their poster for their final ASL presentation.

#### Materials:

- Writing Journals/ Reflections (written or videotaped)
- Pen Pal Letters
- My Pen Pal Graphic Organizer
- Technology Reflection
- My Thoughts Organizer
- Pencils, Scissors, Glue and Construction Paper
- Index cards
- Posters



**Launch:** Remind students that before we worked on our Technology Reflection and they had all picked their favorite type of technology used. We also worked on "My Pen Pal" and shared some of our favorite things about our pen pal. Today is the last day before our final presentations. We are going to make our final piece of information to add and then practice our presentations. This is where we are going to reflect on the entire process, so did you like having a pen pal or not? And how have you changed through having a pen pal.

**Procedure:** Show the students the My Thoughts Organizer. Explain that the students are going to look through their letters and notes (written and taped) and write down the overall feelings that had about the project. Things to think about:

- Did you like the pen pal project? Why or Why Not*
- Was there a hard part about it? Why was that?*
- Did anything change with you through this project? How are you different from when you started this project?*
- What did writing to a pen pal help you on? Your language, your writing, your reflection?*

On the organizer, there is a section for explaining the part they really enjoyed, the part they found hard, what writing to a pen pal helped them on and if they changed through the pen pal project.

Emphasize to your students that they should read through the letters again to refresh their memory and then do some reflection about their personal thoughts. This is a place for them to be honest about what they learned about themselves through this process. It is ok to admit that they did not like the project, a part of the project or found one part hard. You should give your students time to do this activity, walking around and offering suggestions or guidance.

If some students are stuck, you can pull the class back together and share some of the ideas of the other students.

Once the students have finished their reflection, they are going to make their posters for the presentation. Explain that they are going to use these posters during their presentation, so there needs to be the "technology" information, the "pen pal" information and their own thoughts. They need to cut out the sections describing their favorite technology, cut out the four sections of my thoughts and on a index cards, write their one similarity, one difference and one cool fact about their pen pal and picture.

Give the students time to create their posters. The students can place the information on the poster where they feel is going to help them with their presentation the most.

**Wrap Up:** Explain that the last part of our project will be to finally present, using our poster boards. Remember it would help if they studied their information and practice what they wanted to say.

**Assessment:**

- Formative:** teacher will monitor student understanding through open-ended questions during the activity.
- Summative:** students will complete a My Thoughts graphic organizer and a Poster for their presentation

**Modifications/Challenges/ Extensions:**

Encourage students to participate through whole class discussion, partner talks and individual discovery provides for gradual release of responsibility. Using reminding language and student led discussion to facilitate appropriate behavior during the activity. Have a visual presentation chart helps the students stay organized. Modeling the activity first allows for the students to understand what they are looking for. All of the discussion is done through ASL which is the students natural language and written down in English. The Teacher will rephrase and re-ask questions if needed. The lesson is academically accessible to all students

Enjoyed	<ul style="list-style-type: none"><li>• I really enjoyed the pen pal project because _____</li><li>• I really enjoyed _____ because _____</li></ul>
Difficult	<ul style="list-style-type: none"><li>• I had a difficult time with _____ because _____</li><li>• I did not like _____ because _____</li></ul>
Help	<ul style="list-style-type: none"><li>• The pen pal project helped me with _____</li><li>• I improved on my _____</li></ul>
Change	<ul style="list-style-type: none"><li>• I am different from when I started the pen pal project because now I _____</li><li>• I changed because now I _____</li></ul>

## Unit 4- Lesson 4

### Reflective Journal: Presentation

#### Time:

- Helpful Hints:** In this lesson, the students will present their final presentation to their classmates regarding the pen pal program.
- The focus of this presentation is there sharing their personal thoughts: their favorite type of technology used and why, their pen pal and their overall thoughts of the program. The students should use the poster to help them present, but should not read directly from it.

**Goal:** engage students in their own language and cognitive development process

**Content Standards Addressed:** California Common Core Language Arts

- Speaking and Listening: Presentation of Knowledge and Ideas-(4)** Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

#### Objective

- Content-** Students will share their experience with a pen pal- highlighting the technology used, descriptions of their pen pal and their own personal thoughts.
- Language-** Students will explain their poster board and share their pen pal experience using appropriate ASL structures and signs.

#### Materials:

- Completed Poster Boards
- Presentation Rubrics

**Launch:** Explain to the students that we will be sharing our thoughts about having a pen pal through our presentations. Each student will have the opportunity to share their thoughts with the class.

- Remind the students that they can have their poster in front when they present, but they should not “read” and sign directly from the poster.
- Provide the students five minutes to review their posters.

**Procedure:** Review the process for presentations

- First introduce yourself and then introduce your pen pal.
- Share about your favorite technology
- Share about your thoughts overall
- Make sure you have clear and descriptive signing

Review expectations for listeners

- Keeping eye contact with the speaker
- No side conversations
- Raise your hand at the end for questions

Begin your presentations by using a popsicle stick or another calling device used in the classroom. Students stand at the front of the room and summarize/explain their posters and thoughts. Continue this with all the students, until everyone has presented.

**Wrap Up:** Thank your students for sharing their thoughts and feelings about being a pen pal. Tell them how impressed you were with their hard work and cooperation throughout the whole process. Explain that we are done with the pen pal project, but will put the posters up around the room for everyone to look at.

**Assessment:**

- Formative:** teacher will monitor student understanding through open-ended questions during the activity.
- Summative:** students will orally present their poster and thoughts about the overall project. A rubric will be used for each presentation.

**Modifications/Challenges/ Extensions:**

Using reminding language and student led discussion to facilitate appropriate behavior during the activity. Modeling the activity first allows for the students to understand what they are looking for. All of the discussion is done through ASL which is the students natural language. Teacher will rephrase and re-ask questions if needed. The lesson is academically accessible to all students. The lesson may roll over to a second day.