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UNIVERSITY OF CALIFORNIA, SAN DIEGO

Total Physical Response in an Early Education Setting:
Connecting Literacy, Movements, and Families

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

in

Teaching and Learning: Bilingual Education (ASL – English)

by

Karin Rae Farrow

Committee in charge:

Tom Humphries, Chair
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2008

The Thesis of Karin Rae Farrow is approved and it is acceptable in quality and form for publication on microfilm and electronically:

Chair

University of California, San Diego

2008

Epigraph

For I know the plans I have for you," declares the LORD,
"plans to prosper you and not to harm you, plans to give
you hope and a future.

Jeremiah 29:11

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My love and enthusiasm for ASL and teaching began in third grade, continued in Silent Witness, flourished at UCSD and in several classrooms in San Diego County and in Austin, Texas. This passion and love continued only because of those teachers and students who influenced my pursuit with their support, encouragement, and knowledge. I thank all of you who have seen me along this journey of becoming a Teacher of the Deaf.

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To Mom, Kimberlie, and many other family and friends, thank you most of all for your prayers, as well as your love and support. I made it!

ABSTRACT OF THE THESIS

Total Physical Response in an Early Education Setting:
Connecting Literacy, Movements, and Families

by

Karin R. Farrow

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

University of California, San Diego, 2008

Tom Humphries, Chair

This paper documents the research and application of a new curriculum for Deaf students incorporating the theory of Asher: Total Physical Response. In the area of early education of Deaf students attempts need to be made to enhance and encourage the

acquisition of American Sign Language and English. To aid in the young child's acquisition this new curriculum utilizes a method incorporating generalized movements. The addition of kinesthetic movements gives greater meaning to the new vocabulary as well as aids in the process of retaining the information. In a bilingual setting it is vital that the two languages exist separately and are dually exposed to the students. The physical response required for the vocabulary enhances the experience with the language being acquired. Total Physical Response allows for the student to master the action and meaning of the words prior to producing the words in either language.

I. Introduction

This thesis addresses the topic of Total Physical Response (TPR) in the area of Language Arts as deaf learners are acquiring a second language: English. While implementing the TPR approach in the content area of language arts (LA), I also adapted other content areas: science, math, and art with similar strategies. TPR is an approach used to harness a student's learning through the process of incorporating kinesthetic and generalized movements to the new vocabulary and content. TPR was developed by Dr. James J. Asher, a professor of psychology at San José State University, to aid the learning of second languages (Asher, 1984). A key factor in the TPR method is listening and development of comprehension prior to production.

My curriculum starts with specific vocabulary taken from a book from Language Arts. Using this vocabulary the students learn generalized movements for specific English words. The English is not given an equivalent ASL sign, but instead is given an action that enables the students to better remember that English word. Using gestures the action or concept is mimicked or acted out. These movements are eventually dropped when the student can automatically identify the word; meaning the word has become internalized prior to recognition.

TPR follows the acquisition pattern of a first language, focusing on the pre-speaking stage; first listening and then responding to a command through physical action. The visual components aid in comprehension and their body movements reinforce memory. New movements are demonstrated by the teacher, keeping the contextual relationship of the words associated with the movements. This is followed by the teacher giving commands without demonstration allowing the students'

performance and response to be a clear indication of their comprehension. Using the new language on their own will develop later when the child is ready for expression. With deaf students this same order can be used with modifications made to the languages used. In giving a command the teacher would use ASL and the action to show the English word. Eventually the ASL and teacher's demonstration would be dropped and the English word would be shown in expectation that the student could perform the action. With practice English words could be seen in a book or on a chart and the students could comprehend the meaning of the word or action.

This is the very sequence used in my curriculum to achieve my goals for my students. While my intended age group is for students in the pre-school category the goals would remain constant with a few modifications for different grade levels. My curriculum develops students' receptive skills in ASL and English through responding with physical movements. This means that students are given the commands in ASL then eventually only written English and they will be able to perform the action requested of them. This curriculum encourages independent use of academic language in student centered activities. The teacher is not the only one prompting the students with commands in ASL and English. Students, once able to, take turns giving commands and asking peers to provide the appropriate physical responses. This skill of independency is demonstrated through students' improved comprehension of physically responding to commands, verbs, and vocabulary from books and read alouds. All of the goals and my objectives for the curriculum support my students' ability to bridge ASL to English through specific ELD instruction.

Throughout this curriculum I engage my students in a bilingual learning approach. This project allows English to be taught as a separate skill and a second language to ASL by not assigning an ASL sign to each of the new English words, but instead using a generalized movement for the English word. Bilingual education is necessary in order to make the distinctions in reading and writing for deaf students. The project gives students a basis or foundation for learning a separate language: English. This specific curriculum is developed to harness the deaf students' motivation to move and be active in learning English vocabulary. While programs already exist for TPR in several foreign language classrooms, it has never been documented in its use in a DHH (deaf and hard of hearing) classroom. Knowing the success of the program in other areas of language learning I wanted to bring that success to the DHH students acquiring a second language. The basis of this curriculum consists more than just the theory of TPR, but also consists of theories that have been tested and successful in channeling learning in deaf students. These theories support my curriculum and make a great foundation to the learning of English through the use of the TPR method.

II. Assessment of Need

Having finished my student teaching in various DHH classrooms as well as several school observations, I was concerned with the amount of time students spend in their seats at school. Giving students the opportunity to move and be involved in their learning is an important part of learning. This curriculum helps address the need for hands on learning, as well as enhance comprehension through social interaction. By internalizing the language that is repeated through these exercises students have a better understanding of the languages' function prior to attempting to use it.

The establishment of organized instructional groups working collaboratively to achieve academic and social learning goals is Cooperative learning. It is well practiced in classrooms and proven to enhance and facilitate students' learning (Cohen, 1986). Social interactions addresses the need for classroom work done in "hands on" environments as well as students teaching each other with less direct teacher instruction. Research has proven that learning has three essential parts in which cooperative and social learning are involved (Leinhardt, 1992). Learning must be an active process of acquiring knowledge in which a student individually makes sense of newly acquired knowledge. This knowledge is then shared and transformed from individuals to a group. Members of this group share this knowledge creating a larger process of learning compared to an individual experiencing this acquired knowledge alone (Leinhardt, 1992). This article also states that students talking to each other means they are rehearsing the terminology and exchanging ideas among each other which enable mastery as a group prior to any individual mastery. Teachers

are a member of the group rather than acting as the source of knowledge for the whole class. Well designed activities involving cooperative learning and social interaction offer more useful practice of new concepts than the traditional teacher-centered activities (Merill, 2003). My curriculum utilizes this concept in giving the students the opportunity to direct their own classmates in vocabulary activities.

From my observations in the content area of language arts, many students, both hearing and deaf, struggle with reading and writing. There is a need for additional support and new methods of internalizing the English vocabulary as well as comprehension of literature. Studies have shown that larger class sizes and less individual attention to English learners in the early education years, especially in the area of reading and writing have created problems in the area of Language Arts (Illig, 1996). Many studies have continued to track the reading ability in deaf students throughout their schooling (Fullerton, 2003). The average reading level for deaf high school graduates remains at a third to fourth grade level (Paul, 2001). This requires both new ideas in instruction as well as direct instruction of learning to read. 'Literacy is a socially mediated phenomenon: in order for students to succeed academically, they must also be able to retrieve information from other writers and use it effectively in their own writing' (Newall, 1999). Implementing a curriculum using a different method to acquiring vocabulary is attempting to harness a new learning process. A goal of this new method is to capitalize on improving deaf learners' literacy in both English and ASL.

The importance of comprehension can not be stressed enough. This has been emphasized again and again in many different schools and classrooms. One district in

Northern San Diego is offering teachers extra staff meetings and support to teach them comprehension strategies, reiterating the need for students to understand what they are reading. Their singular district wide focus is ‘attempting to unify all the schools towards a common goal’ (Cuevas-Antillon, 2007).

Wanting to make comprehension a priority in the area of English reading requires direct instruction of the second language for deaf students. This curriculum uses the method of TPR to explicitly address the English vocabulary and teach sight words necessary for reading. The TPR strategy exists in other forms of second language instruction but not yet for the deaf learner. Creating a TPR curriculum specifically with the deaf learner in mind is an existing need. Instead of having teachers adapt second language instruction from materials published for hearing students, a curriculum is needed for the purpose of second language instruction for the students who are deaf and acquiring English. With a deficit of curriculum explicitly for deaf students learning a second language, teachers are lacking the skills to teach this kind of program as well. Teachers of the deaf need training in available curriculum, like mine, for their second language instruction (Gerner de Garcia, 2000).

A goal of the curriculum is improving students’ reading ability in English but simultaneously using ASL to move the students towards that English literacy. Knowing that deaf students need an active environment for ASL and English language acquisition I started researching theories that relate to the area of second language instruction. I have identified several key learning theories that created a foundation for my curriculum.

III. Relevant Research and Learning Theories

A significant portion of this curriculum is the use of physical responses to learn English. The addition of a physical or kinesthetic movement to learning is part of psychologist Dr. Howard Gardner's Multiple Intelligence Theory. Multiple Intelligence Theory (1983) is an educational practice that describes different kinds of "intelligences" exhibited by human beings. Gardner suggests that each individual utilizes varying levels of these different intelligences and each person has a unique use of the ways in which they learn by way of the intelligence. The theory was first laid out in Gardner's 1983 book, *Frames of Mind: The Theory of Multiple Intelligences*. His eight learning styles are as follows: linguistic intelligence - word smart, logical/mathematical intelligence - number/reasoning smart, spatial intelligence - picture smart, bodily-kinesthetic intelligence - body smart, musical intelligence - music smart, interpersonal intelligence - people smart, intrapersonal intelligence - self smart, and naturalist intelligence - nature smart. These preferred styles of learning are not done individually, but instead used together in different combinations to appeal to a variety of learners and learning environments. Many individuals may prefer certain combinations of the learning styles or even learn best through more than one intelligence.

Physical movement facilitates learning in a method that is more appropriate for differentiated learners. Students have these underlining differences in how they learn most effectively and teaching to these intelligences expands their learning all the more. Gardner's term 'Bodily-Kinesthetic Intelligence' is defined as the ability to use one's mental abilities to coordinate one's own body movements. This theory

challenges the popular belief that mental and physical activities are unrelated.
(Brualdi, 1996)

Anyone familiar with any primary elementary school classroom knows that students by nature want to get out of their seats, explore their environment and be active. A student's natural desire to move supports using TPR to make connections between language and actions through the use of bodily kinesthetic intelligence. Even if students are not kinesthetic learners, they all benefit from the physical movement as a form of variation as well as create large motor memory in relation to the new vocabulary.

Cooperative and student centered learning are also key characteristics for this curriculum. Cooperative learning is a generic term for various small group interactive instructional procedures. Students work together on academic tasks in small groups to help themselves and their peers learn together. The method includes the following characteristics. Students work together on common tasks or learning activities that are best handled through group work. Students work together in small groups containing two to five members. They use cooperative, pro-social behavior to accomplish their common tasks or learning activities. Activities are structured so that students need each other to accomplish their common tasks or learning activities (Merill, 2003).

Documented results of the use of cooperative learning include improved academic achievement, improved behavior and attendance, increased self-confidence and motivation, and increased liking of school and classmates. 'More than seventy major studies by federally sponsored research centers, field-initiated investigations,

and local districts examining their own practices have demonstrated cooperative learning's effectiveness on a range of outcomes' (Balkcom, 1992).

While students initially follow teacher commands, once they master the movement/word relationship the students can instruct their peers in the same manner. Students can also practice in pairs and small groups acting as the teacher in giving the commands. When students are working together and reproducing the information in their own way, as a student centered activity, they are imbedding the information more deeply.

Other theories involved in this method of teaching a second language are scaffolded instruction and zone of proximal development (ZPD) (Vygotsky, 1978). ZPD is embedded in the implementation of scaffolded instruction. The instruction is taught in steps because of the students' prior knowledge and ability to become independent in its usage.

Vygotsky's theory of ZPD is based on the idea that children can learn within a range. The range encompasses a student's ability to independently complete a task, to tasks they cannot complete on their own. His research stated that a child follows an adult's or more capable peer's example and gradually develops the ability to do certain tasks without help or assistance. He called the difference between what a child can do with help and what he or she can do without guidance the zone of proximal development.

The notion of ZPD implies that a child's development is determined by social interaction and collaborative problem-solving. Through direct instruction the students are able to create background knowledge to then apply to their individual use of the

knowledge. The direct instruction fuels the child's ability to work independently and with peers without further use of the teacher's guidance (Vygotsky, 1978).

The concept of scaffolding (Bruner, 1975) is based on the work of Vygotsky, who proposed that with an adult's or more capable peer's assistance, children could accomplish tasks that they ordinarily could not perform independently. Scaffolding is a process in which students are given support until they can apply new skills and strategies independently (Rosenshine & Meister, 1992). When students are learning new or difficult tasks, they are given more assistance. As they begin to demonstrate task mastery, the assistance or support is decreased gradually in order to shift the responsibility for learning from the teacher to the students. The scope of this theory begins with the teacher's direct instruction, moves to classroom participation, then to groups instructing and doing, and finally to individual students completing the task themselves (Bruner, 1975).

All of these theories have found a place in my curriculum and have helped to shape the purpose and functionality of the project. By using these researched methods and theories I know that my curriculum has a strong foundation in effective practices for teaching the deaf. While the theories have helped shape the reason for a curriculum based on learning physical movements the whole project uses a single approach to the acquisition of a second language: Bilingual education.

IV. Bilingual Approach to Deaf Education

The bilingual teaching practice was adopted for deaf and hard of hearing children who are developing ASL as their primary language and English as their 2nd language. Deaf students qualify as second language learners because of the distinction between American Sign Language (ASL) and English. Learning to read and write is a new language that must be acquired separately from ASL. Deaf students are included in the definition of second language learners in the second edition of *Literacy and Bilingualism Handbook 2007*; “Deaf children learn a second language when they start to read and write . . . the difference is more pronounced because it involves a difference in modality.”

A bilingual model of deaf education means ASL is used to teach deaf children, with English taught as a second language. Deaf children are being taught in their natural language and most comprehensible, L1, and then taught that English is a separate language, their L2 (Krashen, 2004). By developing both languages separately the languages can help each other through their interaction. A better understanding and usage of L1, ASL, will influence the development and usage of L2, English. This acquisition of L2 must be given through a comprehensible input (Krashen, 1988). In order for deaf children to be able to acquire the information of L2 the information must be presented in the form of L1. This would imply that in order to teach English to deaf students they must be taught in ASL, simultaneously emphasizing to the child the separation of the two languages. The goal of teaching a deaf child in a bilingual setting is that they themselves become bilingual and bi-literate; a person using two or more languages in their everyday lives.

When a teacher or a parent is talking to a child in a language they can understand, like ASL, they are internalizing aspects of that language such as vocabulary and manipulation of words. This internalization then transfers and supports learning a language by way of a comprehensible source language.

A deaf child should be able to have a thought expressed through ASL, then transfer that thought into English, building a relationship between the two languages. Because the students have a background in ASL they can better understand the input and output forms of English. The two languages interact with one another as a child is exposed to forms of English and ASL. Padden (1998) has researched the idea of the relationship between ASL and English in its effect on reading success. She found that the correlation of ASL and English is a positive effect but depends on outside factors such as exposure to either language, date of detection, school choice and program duration. A student's skill in ASL is creating a foundation to learn an additional language.

This relationship between the two languages: ASL and English must have a transfer of ability and acquisition. Cummins' (1983, 1986) Interdependency Hypothesis states that "to the extent that instruction through a minority language is effective in developing academic proficiency in the minority language, transfer of this proficiency to the majority language will occur given adequate exposure and motivation to learn the majority language" (Cummins, 1986). In other words, already acquired language skills transfer from one language to another. Common Underlying Proficiency Hypothesis states that the common underlying proficiency of the first

language makes the transfer of cognitive and academic or literacy-related skills possible in acquiring a second language (Cummins, 1983).

Second language researchers state that developing proficiency in academic uses of a language, what Cummins calls Cognitive Academic Language Proficiency (CALP), takes five to seven years to acquire completely (Cummins, 1981). Basic Interpersonal Communication Skills (BICS) is the kind of language used at home or on the playground between peers. This kind of language skill is simpler in form and content. There are recent indications that full development of a second language may take as long as ten years for students entering an L2 environment (Collier, 1989). Learners acquire BICS within one to two years and appear to be fluent speakers, but the lack of academic vocabulary and conceptualization necessary for CALP is lacking. Cummins addresses the distinctions between language usages by dividing them into these two categories: BICS and CALP. This research idea is seen in the classroom by using the students' BICS form of the academic language to make CALP more accessible. The way for a student to develop more sophisticated academic related structure and grammar is to teach by way of what they already know.

With all the research readily available, there is plausible support implement a bilingual approach in my curriculum. Because they understand the differences in English and ASL my students have the ability to transfer from one language to another with ease. This is imperative in their future use of the languages. Not only am I equipping them with the language necessary to function daily, but I am allowing them to see the function of the two languages in two different communities and cultures. As a Deaf individual, being fluent in ASL is imperative in communicating

with other Deaf individuals, while being a coherent English reader and writer is equally important in a different cultural group.

In supporting bilingual education I must be sure that there is not an existing curriculum that uses my idea of TPR in a bilingual DHH classroom.

V. Review of Existing Materials and Curricula

In my search for preexisting material in the area of deaf learners being taught using a TPR model I only found a few similar projects. I looked at a paper written about using the TPR method with deaf college students to improve their English skills. From this paper I concluded that deaf college students improved their learning of vocabulary in the English language (Cordero-Martinez, 1995). My curriculum is designed for very young elementary students and uses much simpler ideas and language goals.

In my searches on different databases including ERIC, I can not find any other projects on the effectiveness of TPR in the use of DHH classrooms. The TPR method has been studied thoroughly in the areas of second language learners from pre-school through adult learners, but all involving only hearing participants.

I wanted to also examine other areas of TPR in use with hearing students and the different areas and content already in existence. I found a study in a kindergarten classroom in which two methods were used, TPR and songs/chants. The TPR method used a gesture for each vocabulary card, and the songs/chants method incorporated Spanish vocabulary words into a rhythm, rhyme, or song. Over six weeks twenty kindergarten students were taught Spanish vocabulary using these methods. Students were taught in groups of five for twenty minutes twice each week. In each session up to eight new vocabulary words were presented. During the first three weeks the TPR method was used. During the second three weeks the songs/chants method was used. Students were given a test during the third week of each treatment period. The tests examined the students' recognition of the Spanish vocabulary. The study compared

differences in vocabulary recognition of students taught Spanish using the two methods. Comparison of the test scores found no significant differences between the teaching methods (Omari, 2000).

I found a compiled list on a website of TPR projects that have been done (Total Physical Response, 1998). This website has several referenced papers all relating to the study and practice of the TPR method. Many of the papers are successful studies in relation to the acquisition of a second language for hearing students of different ethnicities and home languages. While many curriculums in use for the acquisition of a second language could be used in a DHH classroom they would all require modifications in order to accommodate the deaf learner. Many of the curriculums already established rely on the use of oral commands which might not work with a population of deaf students strictly using ASL, without oral teaching methods. My curriculum utilizes parts of these already existing methods but in a form that is meaningful for a deaf learner.

VI. Structure and Framework of the Curriculum

My curriculum is divided into three themed units incorporating the topics of prepositions and action verbs. Within these units there are 3-5 lessons that focus on different aspects of learning new vocabulary through movements and written text. Students are introduced to new vocabulary through sign and physical movements in the beginning of each new unit. These same vocabulary words correspond to a book that uses movements similar to the students' movements. In the end, these movements are acted out allowing the students to mimic the original book. This process of learning new vocabulary and creating a book gives students the ability to not only be involved in the process but gives them readability at a young age.

Unit one focuses on the introduction of words, signs and movements in conjunction with the book, *Rosie's Walk*. Students learn to mimic her movements during the week's lessons and eventually "walk" like Rosie through an obstacle course. Students are then given a chance to write and read their own Rosie book.

Unit 2 follows the actions of two children spending the day at a beach. Students participate in activities done at the beach in the process of learning new vocabulary. Students are given opportunities to explore beach activities through imagination, actual props, and the use of sign language. The children's actions are captured on film and then used to create their own beach book.

Unit 3 explores more action verbs as students become a bird exploring different ways to get around in *Pepito the Brave*. This unit allows for students to interact with one another as different characters in the book. Similar to the previous

units, students are learning to move their bodies in relation to the actions in the story as well as use the sign vocabulary to read the book.

Each unit is divided into two sections. These sections separate the focus of acquiring the new vocabulary and implementing the acquired language and movements. While both sections still centralize on the same vocabulary, movements and story they are split for readability and time management. Some teachers may want to overlap these sections depending on the readiness of their class while others may follow my implementation and keep them separate to give more time for the acquisition and practice.

The curriculum's lessons are purposely divided into separate pages. The first page is for the teacher's reference and informing them of what she or he needs to know and do prior to the lesson. The remaining pages of the lesson are the procedure and wrap-up. These are separate sheets because it is less paper the teacher has to bring to the rug for the lesson. Once the materials have been gathered and prepared the teacher no longer needs the first page(s) of information.

The lesson plans give explicit instructions to the teacher including: assessments, materials, goals, objectives, tips on teaching specific lessons, and step by step procedures. While I followed the lesson plans successfully during my implementation the items included in the curriculum are merely a guide and can be modified to fit the needs of specific students.

VII. Evaluation Plan

A plan for evaluation of this curriculum gave me insight into where my students were functioning currently and monitoring their progress with the new vocabulary and ideas as I moved forward in the implementation. Even more than that, evaluation provided me feedback on my own performance, with successes and failures evident. Knowing the importance of collecting evidence of these success and failures I established a system or routine of how I would gather different forms of assessments and evaluations. These included field notes, artifacts, rubrics and checklists.

My field notes and observations became the basis for which the next day's lessons would be adjusted and improved upon. By writing down even the smallest thoughts or observations from the day's lesson I was then able to use that information to better accommodate my students' learning. My routine consisted of pulling my lesson for the day from a binder that held past and previous lessons from the curriculum, jotting down students' reactions, behaviors or answers as I taught, reflecting on the lesson after school and making more notes, talking with my master teacher about her thoughts, and finally recording all the field notes on my laptop. My final observation field notes became a conglomerate mix of narratives, anecdotal, personal, theoretical and reflective thoughts. This mixture gave better authenticity to me, as a teacher, seeing the progression of my students, along with my ability to critique the days' lesson more completely.

Evaluation is an ongoing process and the teacher becomes a well developed observer during the process. Choices made by the students give the teacher insight

into the students' learning. Sometimes even more telling than a student's reaction to a new activity is the work they produce during such an activity. I became a collector of student artifacts of any kind. My curriculum does not produce a lot of student work until later in the lessons but anything the students created I copied and saved for my evaluation. Anytime a student carried the concepts learned in this curriculum into a different learning activity I transferred their work as evidence to their learning and extension. The books that the students created at the end of the curriculum were the biggest evidence of their learning throughout the whole curriculum. The students' ability to recognize their own signs that they had learned in the books and then "read" them to another person were artifacts with a lot of meaning. I let the students keep their work but before they took it home I photocopied the books in their entirety not knowing which pieces I would use for the discussion of my evaluation.

Keeping my own work became a collection as well. I kept all of the materials I used in the classroom as artifacts of the curriculum to be used for evaluation. Being able to reference a poster again or a different book was important during the curriculum, but after the implementation I needed to look back at the materials I used to check their validity against the students' learning. Also, in providing a curriculum for anyone to open and use I needed to know the exact materials required so that I could reference these materials for other teachers to use at a later date. I had my own desk area where I kept a large file box for any materials to be kept that I used during my implementation. This same box had files with my students' names in which I kept their work that I had copied.

The curriculum contains goals to be evaluated at the end of each lesson and unit. This evaluation of the goals can then help to determine the students' achievements. Improving students' receptive skills in ASL and English through responding with physical movements is the first goal. The curriculum encourages independent use of academic language in student centered activities and this goal would be observed in each of the applicable lessons. This independent use can be seen in the final steps of each unit. Observing the students with their own created books and their use of the acquired language allows for the evaluation of their language achievements. Another goal is to provide meaningful instruction by way of bridging ASL to English through specific ELD instruction.

The final part of the evaluation plan consisted of checklists. These varied lists were used to measure student growth, ability, and the completion of tasks. These rubrics kept record of which students had successfully finished particular actions and were a place to take down notes related to specific student performance. I created the rubrics myself in order to match the intention of the activities with the goals of the lessons. When I took my lesson out for the day I would attach it to a clip board to which my rubric remained throughout the day. This gave me easy access to updating student performance during any activity. The last column in the rubric was designed as a checklist of students who had acquired the new vocabulary and left space for which words they used independently. Because of the students' ages a test was not feasible, but through observations and scenarios I kept updating my list of student production of signs.

Overall the evaluation plan that I carried out allowed me and my students to determine an outcome for this curriculum. Being diligent to have a large amount of substantial evidence from my implementation I feel more prepared to evaluate the curriculum.

VIII. Implementation

I implemented my curriculum in a classroom that was a Parent Infant Program (PIP) for 2 and 3 year olds. The class has eleven students, all with varying degrees of deafness and language use. Three students wear hearing aids, and 1 student wears glasses. Half of the class will be moving to preschool in the fall and are functioning at grade/age appropriate levels. The other 5 remain in PIP until the following year due to age requirements, though they are also functioning close to appropriate age levels. Nine of the eleven students come from deaf families, in which case both parents are deaf.

The class has 2 team teachers and no aids. The teachers take turns planning a week at a time. While I was an intern I planned 6 consecutive weeks, 3 of those weeks were my curriculum. Due to pre-established themes and fieldtrip schedules I did not complete the last story in my curriculum related to action verbs; *Pepito the Brave*.

Their weekly schedule is as follows: School starts at 8 and the students play in the toy room with the entire Early Childhood Education (ECE) department; this is to give the students time to transition from home to school. Students enter the classroom and split into two groups: one group has snack, the other has circle time for approximately 20 minutes. This circle time is to practice statements such as who is here, color matching, how old are you, are you healthy/sick, a boy/girl, where do you go to school, as well as read a story related to the week's theme. It was during this circle time that I implemented most of my curriculum. I started each circle with the "who is here" routine and then segued into my curriculum. The split groups for story and snack happens on Tuesdays, Wednesdays, and Thursdays giving me at the most

3-4 days to implement during one weeks' theme. Transitioning to lunch happens at 10:15 and dismissal to parents and busses is at 11:30, making it a three and a half hour school day.

The program also includes home visits with parents and students depending on the child's age and the intervention required. When the students are newer to the program and younger the home visits tend to be at least twice a month. As the students get older through the year and if there are no problems that need to be addressed, home visits can be less frequent. The home visits I attended were not related to my curriculum, though the book that we were reading at the time of the visit was taken to the student's house. With better timing and scheduling I would have thought it beneficial to incorporate my curriculum activities in the home. The completed books that we made during the weeks of my curriculum were sent home to be read with student and parents on their own. These results you will find in the evaluation section.

Unit 1:

The first theme that I addressed was related to the farm. I connected this theme to the book *Rosie's Walk* and started Unit 1: Prepositions. During the week of 'farm' I would only have 3 days to fit in my whole unit on prepositions. The following week's theme was reptiles and had a vacation day on Monday. This left me with the decision of starting unit 1 during the week of the farm theme and continuing the book making portion of the unit the following week amidst a different theme.

April 15th was the first day of implementation. For the first group I had 5 students, 3 of which are 3 years old with very high sign language usage. This group

was able to listen to the story and use the manipulatives for 25 minutes. After our morning greeting students remained seated on their carpet squares in a semi-circle as I introduced the book to them showing the sign for Rosie, hen and farm. I was encouraged that students were attentive to the book as each page kept their interest as we looked through the pictures. As I went through the pictures I tried to remember to match the action card to it. I realized it was not the most natural thing for these young students to see a hen doing an action and then a person doing the same action but in a different way. I feel that pictures of Rosie and then the pictures I used to represent the action did not fit together. I would use them separately in the beginning for next time with such a young group or use animal action cards instead of people. After the first walk through I brought out the prop for doing 4 of the actions: under, through, around, and over. The prop I used was a small hula hoop for all the actions. I modeled to the students and they were excited to try themselves. I stated and showed which action we were going to do and let each student take a turn with the action. VG understood around perfectly and did the action around the hula hoop with no reminder about the action. KR wanted to walk over the hoop while doing the around movement, once modeled again she did fine. She also was the one who first jumped over the hoop instead of taking one big step as I had demonstrated. The other students then followed her idea of jumping over the hoop. One boy, MH was hesitant to try any of the actions; he is not real sure of his movements, but after watching his peers take turns jumping over the hoop he joined in the fun.

Since I still had their attention I brought out two of the small manipulatives (a small haystack and toy fence piece); over and through. KS and KR followed the

model for moving Rosie with respect to the right action. The other students started to get restless and I let the group switch to snack.

The second group included four students, all but one are two years old. AS was very interested in the new story, and was the first to sign hen before my model to the rest of the class. As I turned the page his eyes moved across the whole page and pointed out other objects in the picture, i.e. bird, tree. CC saw the fox on the second page and signed cat. The students in the group were fascinated by the fox and how silly he is. This group was able to attend for about 15 minutes. I pulled out the hula hoop for the action of through and let each student take a turn. Even though I had explained the importance of sharing, two students started pulling on the hoop and hit another on the head with it. This ended their time with the hoop and instead I showed them the action cards and signs. I matched the small manipulatives (see appendix b for examples) to the page and had them signing “same.”

I realized after day one that the amount of room that I had was smaller than I needed for the movements. This I could not fix due to the set up of the room; this area for story is sectioned off by two large book cases to create a more private environment for attention reasons. I would have to move to a larger space for the final obstacle course.

April 16th was day two of Unit 1: Prepositions. Today’s lesson was done in three groups; the third group consisting of one student needing direct one on one instruction. The first two groups were very similar in what was achieved for the day. The first group has now become a trial and error group, but benefiting from the experience no less than the second. I started with the picture walk again pointing out

the movements of Rosie and the silly fox. Students copy my signs for the silly fox more readily than the action signs. Realizing this I finish the book and show the students the action cards one at a time asking them what is going on in the picture. They respond by performing the action that I have modeled for an answer. Giving the students their own copy of *Rosie's Walk* I then give a student an action card asking them to find the same action in the book. Independently 2 students can do this; others are excited when we find it together. I then asked the students to find their action on the matching poster. Three students matched their action card to the poster independently; when aided the remaining students found their matching cards and the action on their cards I modeled to them.

Starting lesson 3 of prepositions on April 17th I changed the lesson to fit my student's needs more appropriately. Instead of calling the students' name and asking them to do the movement, I held up a card and allowed anyone who knew the movements do it. I felt that it was too structured to only allow one student at a time to be able to do the movement. At the age of 2 and 3 waiting and watching your peers have a turn is not the easiest thing to do! By showing the movement card to the whole group I was still able to mark which students did the movement, signed on their own, or those still using the teacher model. While 8 of the 11 students did at least one of the movements on their own, I wanted all of them to move more. We went through the cards a second time and all did the actions and signs together. I am noting that the students are doing the actions more independently than the signs for: through and around.

During this lesson I placed the small manipulatives in front of the students and showed them how to use each one. For the fence manipulative I opened to the page of Rosie walking through the fence, pointed to the word, and did the action using the fence and small hen. I modeled the importance of taking turns with them and matched each object to the pictures in the book. As the students explored the books and the manipulatives on their own I was able to work individually with students and their manipulative. I reinforced the sign of the movement and helped students find the correlating page, and watched what they did with the props. With an individual model all of the students could move the props in the appropriate manner. I saw 2 students exchange their props each having a turn using the “under” manipulatives and both did the movement on their own, without the individual model from me. This activity showed me they were ready to do the movements themselves. I showed each group the Rosie puppet and headband that they would wear for the obstacle course. They loved these! I decided to take a picture of each of them with either the puppet or headband for their cover page of their book while they were all taking turns putting them on.

For the same reason that I did not do the full lesson 3 I also did not do the Simon Says lesson. I feel these students are not as coordinated as the theoretical group of children I had in mind when I created the lesson. To give students some of the control of the teaching and learning I allowed them to hold up the action cards to each other. As I did in the lesson previously, any of the students who knew the action or sign could then freely do it. This kind of activity needs a lot more modeling and practice as the students were not sure what to do when their peer showed them a card. Peers do

not keep the attention of each other long enough to understand the purpose of showing the card. I did not want to interject too much, as this is part of the cooperative and scaffolded learning process, so I acted as a student and followed the actions on the card the student presented to the group. The students got a kick out of seeing me following what the student leader was telling us to do. Students leading the group would start doing the movement prior to showing us their card. I was satisfied in allowing the students do what they would with the cards, enabling me to observe their language use and interaction with the cards and their peers.

An activity that I had not planned on incorporating into my week of prepositions was an independent/teacher modeled center I created. I made a matching type worksheet for the students to practice sign and action correlation. In attempts to maximize the students' success I glued the picture of an action to the left side of a paper, leaving the signs of the words for students to match with the picture and glue down. I was able to sit at this center and help those students as needed, but more importantly document how students were accomplishing this task.

The third lesson had to take place sooner than I would have planned due to a field trip the following day. This was the lesson for the students doing the obstacle course of actions. I decided to set up the play room for the course as it gave us more room and fewer distractions. During this time it was only the team teacher and I, as my CT had pulled out completely to allow me to experience 11 students and 2 teachers. I was fine with this arrangement until I started this lesson! The team teacher and I decided I would take half the class at a time to the other room, take their pictures, and then switch groups. It started out well, the students were eager to wear

the Rosie hats and see what was in the room. I had the students sit on some bean bags while I explained what they would be doing, modeled the movements around the different furniture pieces, and explained waiting and turn taking. The first student started just fine and the other students were watching her with delight. By the second student though the students not involved at the time began to act up. I should have then stopped, remodeled, and then continued but I did not. Instead I was struggling to monitor behavior and take pictures of this student going through the course.

Eventually they were all up and moving around the room and I would grab one student, get them to sign, take their picture and move on to another. It was chaotic!

With the second group it was not any easier. I had decided on my feet that this group would all go through the course together and not individually. This would have made for better control of the group had I not had one student clinging to me because she was upset. This only allowed me one good hand for picture taking and action/sign modeling. This group did have 2 of the older students so luckily they helped be a model for the younger ones too.

This lesson should be done with at least 2 teachers, one for monitoring behavior and getting students to correlate the actions and the signs and the other teacher for taking pictures.

After I printed all the pictures that afternoon I was able to bring them home over the weekend to assemble the books. Seeing as they are so young I decided to have all the pictures already pasted in the books with the student's name on the front. I realize now with such a young group that it leaves a lot more prep work for the teacher than the students can do themselves. Having had so many pictures with student's heads cut

off I ended up with at least one good picture of each student. I mixed and matched other student's pictures so that each book had a picture of each action.

With this theme came a trip to the local Zoo. There at the zoo were several hens and roosters roaming freely around the park. The students were very excited to see these animals and almost each child signed hen or rooster when they were spotted. At least 3 of the students that I saw signed 'Rosie Walk+++' (Rosie is walking) to a teacher. This was a great real world application of the students seeing a real hen walking around the grounds over and under things.

Starting April 22nd, and for the following 3 days I pulled students individually to add wording to their books. The team teacher was teaching this weeks' lessons and so I had created my own center for completing this task. I was able to finish 5 of the 10 students in those few days. Obviously more time would be required to finish such a large group individually. If it had worked out, 2 groups of the book making would have been ideal with this many students.

In order to enable the students the opportunity to tell me what they were doing in the pictures I had available to them the props and the book. When looking at a picture of a student walking over the bridge, I would ask the student to show me what they were doing while holding up the props for them to manipulate. Some students did not need this scaffolding as they could sign to me that they were walking over, but others used the props. One student, when telling me about going under in her picture got on the ground and went under the table we were at. I would write down on the page what they said or showed me and sign it back to them. When the pages were all captioned we read their book together.

Unit 2:

Starting April 29th I began the second unit of my curriculum on verb actions. Having had some problems with the amount of students and time during the week I decided to restructure the lessons for this unit. Instead of waiting until the final day of the week to allow the students to implement their actions with the book manipulatives, I had them do one or two actions each day. This allowed me to take pictures of each student while in the story area manipulating the props from the book. This also coordinated better with the students' natural routine, creating one less interference with their attention on the actions.

I also chose to start having the students assemble their own version of the *Ocean* book the first day. This would allow the books to be complete by the end of the week and allow for more of the students to complete their books. The students would paste the words in the morning prior to the action and then after each day I would add the new pictures.

I had split the class into two groups this first morning; I had 4 students in one group and 5 in another. I started with the read aloud and picture walk then moved into the first action of the book: building a sand castle. I modeled to the students what the children were doing in the book without the prop of the sand bucket. I wanted them to imagine building in the sand first before introducing the props. This was not especially successful as the students have not had too much experience at beaches. They copied my signs for sand, build, and castle and could point to each of those objects in the book when I asked where they were. I showed each student their book and asked them if they wanted to make an ocean book too. We took turns gluing

down the ocean print and signs in the first pages. This was a little challenging gluing while sitting on the floor and not a table, but all their papers were glued on. I then asked the students if they wanted to play in some sand and try building a castle. They were all excited when asked and upon seeing the large bucket of sand were more excited! I explained the rules of keeping the sand in the box and modeled making a castle. The students enjoyed playing in the sand. Pouring the sand and making a pile of sand were the main actions done. I modeled with the sand, a little water and my hands how to make a structure. This was too time consuming for the students it seemed, and they continued just playing with the sand while I took pictures. One student did not want to stop playing when our story time was up. I told him later we would get to do more actions from the book like the children and he was satisfied with that.

Later that same morning after both groups had done story time and I had taken their pictures playing in the sand we were all going to go fishing together. One morning a week the class works on cooking/food skills and today we went 'fishing' like the children in the book. With all nine students seated around the table I brought out the book again and we looked at the fishing picture. I then had the students copy my model of the action of casting a line and reeling it in. The students were excited to catch their gold fish crackers with their pretzel rod baited with peanut butter. I took pictures of the students while they ate their fish. Most of the students tried 'fishing' for the crackers but were also content just eating the fish by hand! The book remained on the table for students to point to. One student noticed one child in the book was a

girl and signed girl. I then emphasized to her and the group that there was a boy and a girl just like the class and they could all fish!

After class I printed each of the student's pictures fishing and building. I realized that again not everyone had a picture of themselves, and for the absent students I printed pictures for them of their peers. I pasted the pictures in each of their books. I realize with an older group of students there would be less prep the teacher would have to do as an older group of students could even match the appropriate pictures with their sign/word picture on the correct page.

The following day, April 30th, I set up a large bucket of water with several floating boats for our next ocean experience. I had two groups again, which I learned works well with this specific group of students. Keeping them in a whole group setting is too overwhelming. The first thing we did was look at their pictures from yesterday. Students were pointing out themselves in the pictures and their peers where applicable. I asked students what they were doing in the picture and several of the students were able to sign back they were playing, eating, fish, or sand on their own. I showed them the new sign/word for today: sailing and had the students copy my movement. We all acted out getting into a boat, very wobbly, and felt the water splashing on our faces. They pasted the word sailing and the picture in their books and then we read the *Day at the Beach* book again. Students were engaged with the book more intently than the previous day. They were eager to point out what they saw in the pictures, and when we got to the page about sailing I held up their new word card. When I asked them if they wanted to play in ocean water and with sail boats some

students moved their carpets back to make room for the tub immediately, remembering from yesterday they needed to make room.

Unfortunately with this book I only had one copy. Students wanted to read the book themselves as they had done with Rosie, but had to take turns with this one. For future implementation I would want to have at least half a class set of any book we were reading for the purpose of seeing the students interact with the books. KS while looking through the ocean book turned to the fishing page and looked to her peer sitting next to her and signed fish, then signed fish on her peer's hand. The peer was not interested in what KS was trying to tell him but this did not dampen KS's enthusiasm for her sign or the book page.

On the final day with this book, May 1st, we read our completed books to each other during circle time. This book required no writing from the students because I used the pictures with printed English at the bottom. This not only made for fewer steps in completing the books, but also made the print more accessible to the students. While my attention was diverted to one student reading his book to me, another student started to tear some of his pictures out of his book. I took that opportunity to talk about how we handle books and save our work to show moms and dads. This was the only time I had a problem with this, but if the time and resources were available I could see laminating the pages.

Students read their books to me by looking at their own picture mostly, but I could see some students looking at the word cards too. Three students signed ocean on their own. KR signed sand, eating fish, and water on her own while reading. AC

pointed to the picture of him eating fish and signed that he was eating fish with his peer XE.

It was during this final day of the ocean book that we also matched the pictures and words on the poster. I would hold up a picture card and ask the students what it was. Answers varied from the actual sign, to a movement like the picture, or a sign related to that picture. For example, when asked what the picture of building a sand castle was one student replied it was sand. The students then were given turns finding the matching picture on the poster.

Unit 3:

While I had started to prep this unit of lessons 2 weeks prior to the weeks' theme of "outdoor activities" I learned from my CT that the theme had been changed to dinosaurs. I felt that I could have still implemented this unit, but thought it was too unrelated to the weeks' theme and field trip. This was my last week of full time student teaching.

Instead during the circle time I used the dinosaur figures to review some of the vocabulary from my previous lessons. We had the dinosaurs doing different activities such as walking under, over, around, and through trees. The dinosaur went sailing across the river and lived in the sand. This was a great way to review terms and picture cards and show the students different applications of the words.

IX. Evaluation

The ultimate goal of this curriculum was to create an environment where students would acquire language in a meaningful manner and use the language independently. This goal was achieved for the following reasons:

During the implementation of the curriculum I was able to modify the lessons in a way that gave the students an experience with their language. The students were not only hearing a story and seeing their language used, but were additionally given ways to further experience the story involving their language. Moving manipulatives and their bodies expanded the students' background knowledge of the vocabulary and used language to express what they were doing in those movements. The prior knowledge initially built by the activity is re-accessed when students retell what they are doing in their pictures.

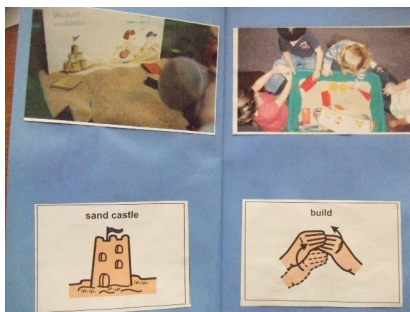


Figure 1: Book Sample Picture



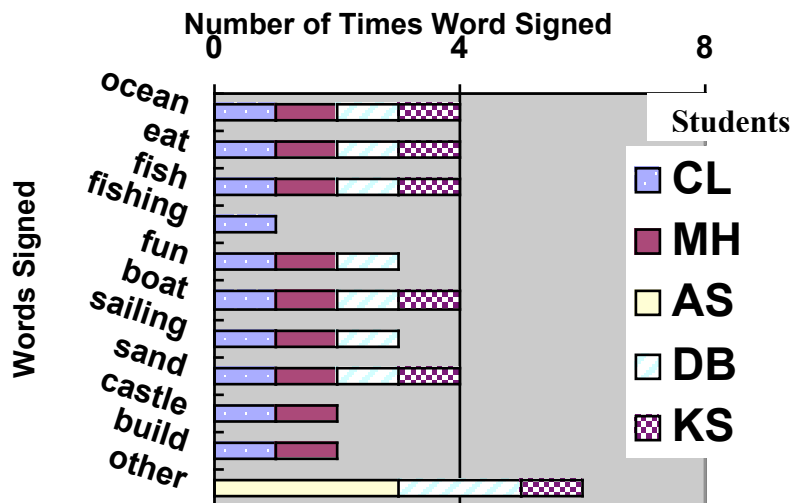
Figure 2: Book Sample Picture

These are samples from the students' ocean book. They used pictures of signs and the real object for easier reading.

The students met the goal of re-reading familiar stories by reading back what their books said about the activities they had done. In creating a book that includes their own pictures and the process of putting it together themselves the students had more meaning and involvement in the process of recall. This was seen during the final read through of the complete books during story time. Students were looking at each others' books, they were showing them to the teachers, and most importantly, signing to themselves what they saw.

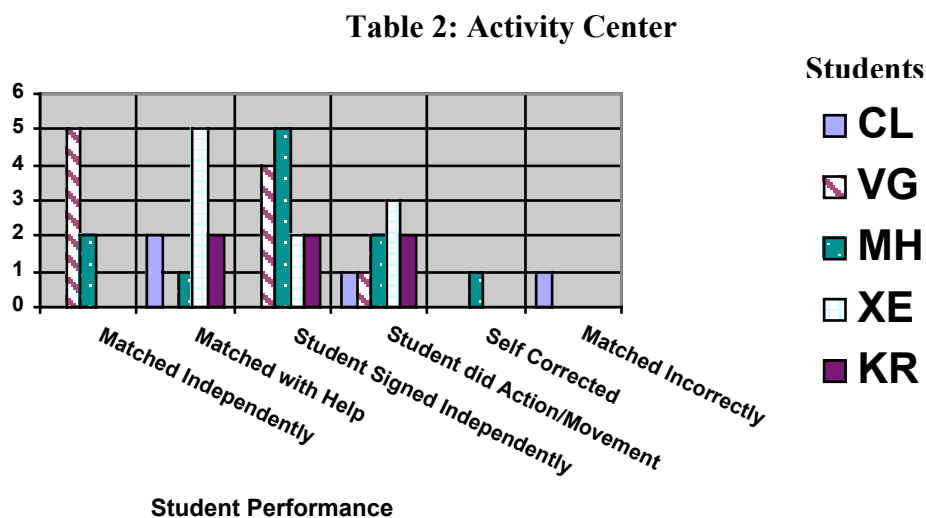
I asked parents to share with me what their child did when the child read the book at home. Parents reported that students were interacting with their books through the pictures and the language. Their reports also indicated that students were reading and signing 9 out of 10, 90% of the new vocabulary independently. Students were also commenting on their own picture to their parents, as well as pointing out their peers. One student told his mother he was silly for wearing a yellow hat.

Table 1: Parent Feedback



This chart categorizes the words the students signed while reading the story to their parents. The legend then clarifies which students signed the most words related to the story. CL was able to recall all of the signs for his book. His mother wrote a note stating, “He smiled the whole time he read, he was very proud of his book.” The word fishing was only signed once, while ocean, eat, boat, and sand were signed by 4 of the students.

The extra center activity that I created for the *Rosie* actions also gave me some hard data to compare. This chart shows the number of students matching the action to the sign independently and with teacher help.



VG, MH, and XE show the varying degrees of success with this activity: while XE was only able to finish this worksheet with the teacher’s help, VG needed no help in matching the pictures and signs. XE is a year younger than VG, though he did display similar knowledge when he could actually perform the actions in three of the pictures. XE is not ready for the expressive portion of his acquisition where VG has

already attained expression and was able to make further connections. This activity not only showed me which students could match the actions and the signs but also conveyed the connections between the actions and the story. While the pictures in this activity were people, not Rosie, students like KR were still acting out the movements like the story. The correlation had been made between action pictures in different forms and the actions themselves.



Figure 3: Worksheet Samples

Worksheets students completed related to the preposition vocabulary

This was also informative in the steps I took to further my observations with each student. I asked MH, a very high performing 3 year old, to sign all of the signs which he did, I then asked him to sign all the picture words. As I pointed to the picture of the action MH would follow my point and look at the matched sign card and then sign the action. It was interesting to see that even though we had practiced connecting the signs and movements during the story he was referencing the sign

picture each time. MH was acquiring and improving more rapidly with the signs than with the movements. As I have stated in the implementation portion, MH's strength is not physical coordination. In his case he was still dependent on the sign, his primary language. During the obstacle course MH had no problem doing the actions and the signs but in this isolated activity, not involving the requirement to act out the movements, MH was not furthering his expression beyond ASL.

With such a short time period for presenting each of these themes in this particular classroom I was concerned with the retention of the books, language, and movements. Moving each week to a brand new topic and theme left little time for continuation of the previous week's ideas. I was encouraged when VG, one of the 3 year olds, relayed information to me about Rosie four weeks after the completion of that unit. VG was sitting with her circle group and found a piece of the train set that resembled a fence. She held it up to me and signed, "Through chicken." (The chicken went through the fence.) I quickly figured out what she meant and signed "Rosie through, right!" (Rosie went through the fence, you are right.) She then copied Rosie and signed through again. Wanting to see if she remembered more I asked what else Rosie did. She did not come up with anything on her own but when asked what she did in the toy room while acting like Rosie she said, "Glasses, Rosie." (I wore Rosie Glasses).

While this was an isolated occurrence and only one student, my concern about remembering the language, movements, and experience was put to rest. At that time I was still thinking I would not do any review and would implement my third unit.

When that plan changed I was able to see different aspects of the units the students remembered.

Since the final theme was related to dinosaurs I placed several props from the previous units for the dinosaurs to interact with. The props from *Rosie's Walk* were the most remembered. Seven of the nine students signed Rosie when they identified one of the props from that book. I can account this to the amount of time we spent on Rosie compared to the other units. Spending more time concentrating on the movements and signs is beneficial to the memory of the students.

This curriculum was successful in another aspect involved in my implementation: student books. This class had not yet experienced having their own copy of a book to read, nor one with their own pictures. Students quarreled over their turn reading the copies of the theme books we read. While they are two and three and quarrel about sharing everything I was encouraged to see them wanting to read the books that they had experienced read alouds with and acted out. Parents commented on how excited their child was reading their own version of the books at home as well as their personal appreciation of the books being brought home. Giving the students in this classroom the opportunity to interact with the books with actions as well as time to explore the books on their own was highly successful. My cooperating teacher liked the students having their own copy of the theme books to read that she is looking into getting more copies of the books they use for the next school year.

Overall this curriculum gave the students an opportunity to use and receive language in an environment that also gave them background knowledge on activities. While at times it seemed the students were not being challenged due to their high

levels of receptive and expressive language, I modified it to be age appropriate and meet the needs of the individual students. Being in a residential setting the students are surrounded by so much more natural language, where in a public school mainstream setting students could struggle with the new language being introduced. The students in my class learned new vocabulary, related previously known vocabulary to the actual action, and experienced new activities; all of which furthered their use of ASL and exposed them to new English vocabulary.

X. Conclusion

The implementation of this curriculum gave me insight as a future educator of the deaf into the acquisition of language in deaf learners. Having spent several weeks determining a topic for this curriculum and then the kinds of lessons I would use became time well spent. I chose the topic of TPR because I had seen a teacher of the deaf modifying an existing curriculum for her students. This gave me motivation to create a curriculum that was not in existence focusing on the deaf student. Now that I have completed my curriculum I would diffidently use it again myself and want to share it with teachers working with young children acquiring language both English and ASL.

With more time I would have finished the final unit in my curriculum as well as spent more time with each themed unit. Only having four days at the most for each unit was not enough time to effectively teach the movements nor acquire the new vocabulary completely. Following my curriculum the way it is written would have been feasible with more time.

The successful implementation of any new curriculum involves thoughtful planning and hard work on many levels. In writing this curriculum I now have a better appreciation for curriculum writers. There is a lot of time, thought and energy required to make a successful curriculum. While not every curriculum is effective with deaf students I have better judgment for what it should include in the way of assessment, goals, and activities. Writing my own curriculum has also given me more confidence in my ability to modify lessons to meet the needs of my students. When I start an existing curriculum and the lessons do not accommodate my students I have

better understanding of ways to modify the activities. Being able to think on my feet while implementing my lessons became essential in the process. When students became fidgety I learned quickly how to modify the activity for their interest level.

As a future educator of the deaf I am aware of the age group I enjoy working with after this placement. The two and three year olds amazed me with their language skills and ability to express themselves in sign and movements. I could see myself in a classroom similar to the class of my implementation, although I did miss the more in-depth areas of content instruction. The residential setting and family involvement makes a large impact on the success of the students. Having conversations with parents about their child's progress or discussing the activities of the day became part of my day that I looked forward to. By just sending home the books to read with their families students became engaged and took pride in their work which the parents took pleasure in seeing. I would have enjoyed implementing more activities in the homes of my students had I had the time. When I implement this curriculum again I will make a more distinct school to home connection through the use of the actions and books.

Appendix A: *Total Physical Response in an Early Education Setting: Connecting Movements, Literacy, and Families Curriculum*

Total Physical Response in an Early Education Setting: Connecting Movements, Literacy, and Families

Curriculum Outline

Unit 1: Prepositions

- Lessons 1.1-2.3

Unit 2: Verbs

- Lessons 1.1-2.3

Unit 2: Verbs

- Lessons 1.1-2.3

The following outline gives examples of what you can expect from each section of the lessons while implementing this curriculum

Objective:

Students become engaged in actions and movements related to a specific group of words. These words become internalized prior to expression while practicing daily. Students are involved in activities promoting use of the new vocabulary giving meaning to the words through related actions.

Materials/Prep:

Each lesson includes a list of materials, with examples, as well as preparation needed for each lesson. Each lesson should create an environment where the students can see the vocabulary used and experience the meaning of the vocabulary. When the word jump is introduced students should experience the action of jumping, see the movement, learn the sign, and shown the English print. The appendix contains many examples of props and activities that help guide the teacher.

Procedure:

The procedure pages are separate from the first pages in the lesson making it easier for the teacher to locate follow the steps. Step by step instructions are given in each lesson even if repeated in following lessons or units.

Each lesson focuses on the story and its vocabulary. The vocabulary is then practiced in relation to its movements and meaning. In the end students create a replica book with pictures of themselves doing the movements like the character from the story. After the completion of each story students can take home their books to read with their families. In the appendix you will find a letter describing to the parents what to look for when the student is reading. If applicable, home visits could be conducted with the child and parents. In these home visits mini lessons from the unit would be done to include the parents in the process. Extending the classroom into the home allows for children to see the home as a place of learning. This is also great with parents less familiar with ASL.

Wrap-up and Assessment:

This section includes points for closure of each lesson. This is also when students are using the language in the activities and teacher observations are important for assessment.

Teacher's Notes/Changes:

This portion is purposely left blank for the teacher to jot down notes of students' participation or areas of need for the lessons.

When implemented specific routines or activities may need modification for specific groups of students and a space is needed for written reminder.

Unit 1

Lessons 1.1-1.3

This section of the curriculum focuses on teaching students prepositions: in print, sign, and actions.

This first section is to familiarize the students with the new vocabulary as well as the new movements needed to complete the second group of lessons.

Lessons:

1.1 Fun with Movement – Introduction

1.2 Commanding Movements

1.3 Commanding by Students – Read Aloud

Unit 1: Learning Actions

Standard(s): Respond to simple directions by using physical actions and other means of nonverbal communication (Listening and Speaking, beginning ELD, CA K-2)

Listens purposefully to gather information and shows some understanding of the new language being spoken by others (Early literacy development, TX pre-k)

Lesson 1.1: Fun with Movement

Objective:

Given a demonstration by the teacher, students will copy movements demonstrated by the teacher after the word has been signed.

Materials/Prep:

- Book for picture walk – Rosie’s Walk
- Student Participation Checklist (appendix b)
- A list of words to be learned must be created – should not be more than 5 words (example appendix b)
- Props needed for the words (ex: a chair to sit in when signing the word sit)

Prior to Starting: Safety

Students should be taught and told how to behave when moving in the area. Remind students not to touch another student unless the teacher gives permission. This could be acted out between the teacher and an aid for better understanding.

Procedure:

- Bring the students to the rug (a place with room for movement)
- Explain that we are going to learn some new words, but we have to be ready to move our bodies too!
- Show students the new book; introduce the sign for hen if not already known.
- Explain that we are going to follow Rosie and see what she does on the farm.
- This time is to look through the pictures and point out what the hen is doing. Ask the students questions in regards to the actions correlating to their new vocabulary. Predicting questions work well with seeing the next object the hen will use.
- Pull out the word cards as the words are identified through the pictures in the book, these new word cards can be shown while doing the movements.
- After the book, start with some easy stretches to get the students' blood flowing and start the students' imitation process of the teacher's movements
- Ask the students if they are ready to learn the new words, explaining that they will watch you sign the word and show them the action and they need to move just like you did.
- Start with the first word, sign it, move to it and watch that the students are doing the same movement – repeat with the same word
- Second word, then third word, so on

- Repeat all words in the same order then in a different order (be watching for students ability to start the action prior to the teacher's full movement)

Wrap-up and Assessment:

Congratulate the students for moving and copying the words and movements so well. Tell them next time you will be checking if they remembered the movements.

Check off students' names that participated and make any notes as to movement modifications that may be needed.

Teacher's Notes/Changes:

Unit 1: Learning Actions

Standard: Respond to simple directions by using physical actions and other means of nonverbal communication (Listening and Speaking, beginning ELD, CA K-2)
Listens purposefully to gather information and shows some understanding of the new language being spoken by others (Early literacy development, TX pre-k)

Lesson 1.2: Commanding Movements

Objective:

Given a turn in the big group, students will listen for their name and respond with the action demonstrated by the teacher.

Materials/Prep:

- Same list of words from previous lesson as well as props
- A list of commands for students to do related to the focused vocabulary (example in appendix b)
- Enough floor space for movement
- Book, *Rosie's Walk*

Procedure:

- Bring the students to the area for the lesson.
- Ask the students if any of them can remember some of the movements that they copied from you yesterday? (if no movements are remembered start doing a movement and see if

the students start to remember.) Let the students take turns showing what they do remember.

- Remind the students of Rosie and the movements she did in the book.
- This time is to look through the pictures again and point out what the hen is doing. Ask the students questions in regards to the actions correlating to their new vocabulary. Predicting questions work well with seeing the next object the hen will use.
- *Let's move like Rosie!*
- Lead exercises/follow the leader with the vocabulary to warm up. Be sure to use the signs while doing the movement for each word.
- Explain that today they get to show you (the teacher) what they know. When the teacher says their name that student gets to stand up and do the movement. (Students should be seated until their name is called, do the movement with the students, as they do not have to have learned it on their own yet)
- Start with one movement and do this same movement with all the students individually. Continue this individually until they seem comfortable with at least 2-3 movements and signs. Start mixing up the signs with each student, not going in an order that is predictable.

Wrap-up and Assessment:

End the lesson with everyone standing and start signing a word and the students do the movement. Try not to do the movement as

this is a good time to assess the memory and acquisition of the new signs/movements. These can be noted on their name checklist.

Teacher's Notes/Changes:

Unit 1: Learning Actions

Standard: Respond to simple directions by using physical actions and other means of nonverbal communication (Listening and Speaking, beginning ELD, CA K-2)

Listens purposefully to gather information and shows some understanding of the new language being spoken by others (Early literacy development, TX pre-k)

Lesson 1.3: Read Aloud and Commanding Movements by Students

Objective:

Given a turn in the big group, students will listen for their name and respond with the action demonstrated by a classmate.

Materials/Prep:

- Same list of words from previous lesson as well as props
- A list of commands for students to do related to the focused vocabulary (example in appendix b)
- Enough floor space for movement
- Book, *Rosie's Walk*

Procedure:

- Show the book to the students and ask who the story was about. All sign Rosie or Hen
- Start the read aloud of the book. Point out each movement and point to the vocabulary words within the text, the vocabulary cards can be used here too to show relationship between the text in the book and the movements and signs. Sign the movements right next to the book to show the correlation to the signs, words, and movements in the book.
- As done in the previous lessons ask students to remind each other of the movement for _____ (sign one of the words). Give each student a chance to do a movement.
- Today is their turn to ask each other to do a movement. Explain this to the students and give them a model of what to do. Say a students name, sign please, then the sign of the vocabulary word. The student they were addressing should then do the movement.
- Why say please? Model to the students what it looks like to ask someone to do something without saying please. (This is to create more positive actions between the students.)
- Give the students a chance to “command” a couple of classmates then switch. If a student does not sign please make sure it is corrected by modeling again.

Wrap-up and Assessment:

- Ask the students why it is important to say please. Ask if they like to be told to do something in different manners- acting rude when asking, or tired, or mad then do the same examples with adding please. Students should prefer being asked with please.
- Did the students sign the new words confidently? Were the students being commanded able to do the movement independently? Progress should be marked on the checklist.

Teacher's Notes/Changes:

UNIT 1

Lessons 2.1-2.3

This Unit is a continuation of the previous unit. The culmination of the following lessons is students creating their own version of “Rosie’s Walk” by demonstrating their use of the movements, signs, and word recognition. The same vocabulary is used from the previous preposition list and is now acted out in the same manner at the story.

Lessons:

- 2.1 Read Aloud – Moving Manipulatives
- 2.2 Becoming the Book – Obstacle Course
- 2.3 Book Makers – Depict Pictures

Unit 1: Reading Actions

Standard: Respond to stories read aloud, using physical actions and other means of nonverbal communication. Respond orally to stories read aloud, giving one- or two word responses. (CA reading comprehension beginning ELD, K-2)

Student refines and extends understanding of known words. (TX pre-kindergarten curriculum guidelines-vocabulary)

Lesson 2.1: Read Aloud

Objective:

Given an opportunity to interact with the book, students will move manipulatives corresponding to the movements in the story.

Materials/Prep:

- Rosie's Walk Book
- Replica manipulatives matching the book (a small hen, mill, pond, etc.) See picture in appendix b- manipulatives
- Word Cards

Procedure:

- Show the book to the students and ask who the story was about. All sign Rosie or Hen
- Start the read aloud of the book. Ask clarifying questions as you progress, *'show me what she is doing,' 'is she going around or over?'* *'everyone show me the sign for over,' 'point to the word over.'*
- Set up a couple chairs for the students to go around, under, through, and over, or have manipulatives in a smaller version for students to move around like the book – point to the page in the book with the same movement. Be sure to model both activities for the students prior to free exploration.

Wrap-up and Assessment:

- After the read aloud and activity give the students their own book to 'read'
- Which students have made text to self connections? Text to sign connections?

Teacher's Notes/Changes:

Unit 1: Reading Actions

Standard: Respond to stories read aloud, using physical actions and other means of nonverbal communication. Respond orally to stories read aloud, giving one- or two word responses. (CA reading comprehension beginning ELD, K-2)

Student refines and extends understanding of known words. (TX pre-kindergarten curriculum guidelines-vocabulary)

Lesson 2.2: Becoming the Book

Unit 2, lesson 2 can be divided into two activities if there is a time restraint. Pictures would be taken in the second lesson.

Objective:

Given a turn through an obstacle course, students will demonstrate understanding of the vocabulary through movement of their body and signs related to the actions from the book.

Materials/Prep:

- Set-up a course in the classroom or outside that allows for all of the movements from the book.
- Have a digital camera or video camera for capturing the movements. *If available, have an aid take the pictures to allow you more attention towards the student's responses.*
- Have word cards available if students would rather hold the cards instead of sign the action/movement.

- A hen hat or label for the students to wear that resembles Rosie would make a better connection (Example in Appendix B)

Procedure:

- Explain to the students they get to walk like Rosie today.
Review the movements, signs, and words associated with the story. Word cards and book pages can be used.
- With the students seated let them watch as you do each sign and movement through the obstacle course pausing for clarification. Do the action at each obstacle in the course as well as the sign for the action.
- Explain to the students the rules for doing this activity, how to behave doing the movements.
- Allow each student to wear the Rosie hat and walk through the course. **Depending on the help available, students can go through the course one at a time or as one group.** If students do not automatically sign or hold up a word card for the movement, ask them what they are doing or to point to the corresponding picture in the book.
- As the students pass through the course be sure to take pictures of them doing the movement. It is best if a picture of

each movement is taken of each student, but if this number is too large be sure that everyone is included in at least 1 picture.

Wrap-up and Assessment:

As students finish the course they can sit and read the Rosie book to themselves, watch for their use of signs as the 'read' through the book.

Different students will have done different actions to inform you of their understanding of the movements, signs, and words. As each student passes through the course make notes of how they responded. These will also be documented through each picture too.

Teacher's Notes/Changes:

Unit 1: Reading Actions

Standard: Respond to stories read aloud, using physical actions and other means of nonverbal communication. Respond orally to stories read aloud, giving one- or two word responses. (CA reading comprehension beginning ELD, K-2)
Student refines and extends understanding of known words. (TX pre-kindergarten curriculum guidelines-vocabulary)

Lesson 2.3: Book Makers

Objective:

Given a book template with pictures students will depict the pictures to the teacher as measured by matching the movement with the appropriate signs.

Materials/Prep:

- This lesson is best done in two groups, allowing more one on one help with creating the book, this depends on the class size
- Printed pictures, enough for each student
- You can choose to put together a class version of *Rosie's Walk* using your extra pictures of the actions. This is a great example for the students to copy. **Sample pages in Appendix B**
- Depending on the age of your group, it may be more beneficial to have the books already assembled for the students. Book assembly requires a glued picture of each action on each page.

In this case the students would only provide the text for their pictures. If students are capable to glue their own pictures then the pictures would only need to be cut out and in groups for each student book.

- Word Cards and movement cards
- Paper and coloring materials – this is for group 1. Students can draw themselves on the farm, an example picture will encourage students to draw
- Book, *Rosie's Walk*

Procedure:

Group 1:

- Have the books available for students to look through
- Have the manipulatives available for movements as well as the word and movement cards.
- Students can draw a picture of Rosie or themselves on the farm

Group 2:

- Review the pictures of the students from the actions
- Review the preposition words with these pictures of them from the previous lesson.
- Show the students the finished class book, read this to them, *you are going to make your own Rosie Book with your pictures!*
- Give the students one picture at a time, allowing the students to sequence the pictures depends on ages and capabilities
- Open to the first page and ask for the first picture, *glue the picture of you doing _____* (the action from the picture)
- Once glued down ask the student for the action they are doing in that picture, if the name of the person can be stated both action and person should be written down. Sign back to the student what they have said prior to writing it on the page.
- Have students create a title page and sign their name as the author.

Wrap-up and Assessment:

- Students can then read their book back to you
- Watch for use of the correct signs and words the students use for each page of the book, this is part of the final assessment of the students' acquisition of the new vocabulary.

Teacher's Notes/Changes:

Unit 2

Lessons 1.1-1.3

This unit of the curriculum focuses on teaching students verbs: in print, sign, and actions.

This first section is to familiarize the students with the new vocabulary as well as the new movements needed to complete the second group of lessons.

Lessons:

1.1 Fun with Movement – Introduction

1.2 Commanding Movements

1.3 Commanding by Students – Read Aloud

Unit 2: Learning Action Verbs

Standard(s): Respond to simple directions by using physical actions and other means of nonverbal communication (Listening and Speaking, beginning ELD, CA K-2)

Listens purposefully to gather information and shows some understanding of the new language being spoken by others (Early literacy development, TX pre-k)

Lesson 1.1: Fun with Movement

Objective:

Given a demonstration by the teacher, students will copy movements demonstrated by the teacher after the word has been signed.

Materials/Prep:

- Book for picture walk – *A Day at the Beach*
- Student Participation Checklist (appendix b)
- A list of words to be learned must be created – should not be more than 5 words (example appendix b)
- Props needed for the words (ex: a chair to sit in when signing the word sit)

Prior to Starting: Safety

Students should be taught or told how to behave when moving in the area. Remind students not to touch another student unless the teacher gives permission. This could be acted out between the teacher and an aid for better understanding.

Procedure:

- Bring the students to the rug (a place with room for movement)
- Explain that we are going to learn some new words, but we have to be ready to move our bodies too!
- Show students the new book; introduce the book title. Talk about the picture on the cover and where the children might be. If the students have experienced going to the beach talk about what you can do at a beach and what you might see.
- Explain that we are going to see what the boy and girl do in the book and do the same things!
- This time is to look through the pictures and point out what the children are doing. Ask the students questions in regards to the actions correlating to their new vocabulary. *Have you made a sand castle before? Do you think the water is cold?*
- Pull out the word cards as the words are identified through the pictures in the book, these new word cards can be shown while doing the movements. Emphasize that the cards, actions and words are all the same.
- After the book, start with some easy stretches to get the students' blood flowing and start the students' imitation process of the teacher's movements
- Ask the students if they are ready to learn the new words, explaining that they will watch you sign the word and show them the action and they need to move just like you did.

- Start with the first word, sign it, move to it and watch that the students are doing the same movement– repeat with the same word
- Second word, then third word, so on
- Repeat all words in the same order then in a different order (be watching for students ability to start the action prior to the teacher's full movement)

Wrap-up and Assessment:

Congratulate the students for moving and copying the words and movements so well. Tell them next time you will be checking if they remembered the movements.

Check off students' names that participated and make any notes as to movement modifications that may be needed.

Teacher's Notes/Changes:

Unit 2: Learning Actions

Standard: Respond to simple directions by using physical actions and other means of nonverbal communication (Listening and Speaking, beginning ELD, CA K-2)

Listens purposefully to gather information and shows some understanding of the new language being spoken by others (Early literacy development, TX pre-k)

Lesson 1.2: Commanding Movements

Objective:

Given a turn in the big group, students will listen for their name and respond with the action demonstrated by the teacher.

Materials/Prep:

- Same list of words from previous lesson as well as props
- A list of commands for students to do related to the focused vocabulary (example in appendix b)
- Enough floor space for movement
- Book, *A Day at the Beach*

Procedure:

- Bring the students to the area for the lesson.

- Ask the students if any of them can remember some of the movements that they copied from you yesterday? (if no movements are remembered start doing a movement and see if the students start to remember.) Let the students take turns showing what they do remember.
- This time is to look through the pictures again and point out what the action is on each page. Ask the students questions in regards to the actions correlating to their new vocabulary. *What do they use to make a sand castle? Their feet? What food can you catch with a net?*
- *Let's go to the beach!*
- Lead exercises/follow the leader with the vocabulary to warm up. Be sure to use the signs while doing the movement for each word.
- Explain that today they get to show you (the teacher) what they know. When the teacher says their name that student gets to stand up and do the movement. (Students should be seated until their name is called, do the movement with the students, as they do not have to have learned it on their own yet)
- Using the words cards and/or the book point to the movement, ask a student by name to do that movement while doing the movement with the student.

Wrap-up and Assessment:

End the lesson with everyone standing and start signing a word and the students do the movement. Try not to do the movement

immediately after signing the word as this is a good time to assess the memory and acquisition of the new signs/movements. These can be noted on their name checklist.

Teacher's Notes/Changes:

Unit 2: Learning Actions

Standard: Respond to simple directions by using physical actions and other means of nonverbal communication (Listening and Speaking, beginning ELD, CA K-2)

Listens purposefully to gather information and shows some understanding of the new language being spoken by others (Early literacy development, TX pre-k)

Lesson 1.3: Read Aloud and Commanding Movements by Students

Objective:

Given a turn in the big group, students will listen for their name and respond with the action demonstrated by a classmate.

Materials/Prep:

- Same list of words from previous lesson as well as props
- A list of commands for students to do related to the focused vocabulary (example in appendix b)
- Enough floor space for movement
- Book, *A Day at the Beach*

Procedure:

- Show the book to the students and ask who the story is about.
- Start the read aloud of the book. Point out each movement and point to the vocabulary words within the text, the vocabulary cards can be used here too to show relationship. Sign the movements right next to the book to show the correlation to the signs, words, and movements in the book.
- As done in the previous lessons ask students to remind each other of the movement for _____ (sign one of the words). Give each student a chance to do a movement.
- Today is their turn to ask each other to do a movement. Explain this to the students and give them a model of what to do. Say a students name, sign please, then the sign of the vocabulary word. The student they were addressing should then do the movement.
- *Why say please?* Model to the students what it looks like to ask someone to do something without saying please. (This is just to create a more positive environment for the students to command each other and is optional if not needed.)
- Give the students a chance to “command” a couple of classmates then switch. If a student does not sign ‘please,’ make sure it is corrected by modeling again.

Wrap-up and Assessment:

- Ask the students why it is important to say please. Ask if they like to be told to do something in different manners- acting snotty when asking, or tired, or mad?
- Did the students sign the new words confidently? Were the students being commanded able to do the movement independently? Progress should be marked on the checklist.

Teacher's Notes/Changes:

Unit 2

Lessons 2.1-2.3

This Unit is a continuation of the previous unit. The culmination of the following lessons is students creating their own version of an ocean book by demonstrating their use of the movements, signs, and word recognition. The same vocabulary is used from the previous verb list and is now acted out in the same manner as the story.

Lessons:

2.1 Read Aloud – Moving Manipulatives

2.2 Becoming the Book – Obstacle Course

2.3 Book Makers – Depict Pictures

Standard: Respond to stories read aloud, using physical actions and other means of nonverbal communication. Respond orally to stories read aloud, giving one- or two word responses. (CA reading comprehension beginning ELD, K-2)
Student refines and extends understanding of known words. (TX pre-kindergarten curriculum guidelines-vocabulary)

Lesson 2.1: Read Aloud

Objective:

Given an opportunity to interact with the book, students will move manipulatives matching the book actions.

Materials/Prep:

- *A Day at the Beach* Book
- Replica manipulatives matching the book's actions (sand box, sail boat, bucket with water, etc.)
- Word Cards

Procedure:

- Bring the students to the area of story time.
- Start the read aloud of the book. Ask clarifying questions as you progress, *'show me what she is doing,' 'everyone show me the sign for eat,' 'point to the word fun.'*
- Set up a couple of stations where the students can do the actions, or have manipulatives in a smaller version for students to move around like the book – point to the page in the book with the same movement. Be sure to model both of the hands on activities for the students.

Wrap-up and Assessment:

- After the read aloud and activity give the students their own book to 'read.' Watch for the students to sign the actions or make the gestures from the book. See if the students share with their friends what is going on in the book.
- Which students have made text to self connections? Text to sign connections? Record observations in checklist.

Teacher's Notes/Changes:

Unit 2: Reading Actions

Standard: Respond to stories read aloud, using physical actions and other means of nonverbal communication. Respond orally to stories read aloud, giving one- or two word responses. (CA reading comprehension beginning ELD, K-2)
Student refines and extends understanding of known words. (TX pre-kindergarten curriculum guidelines-vocabulary)

Lesson 2.2: Becoming the Book

Unit 2, lesson 2 can be divided into two activities if there is a time restraint. Pictures would be taken in the second lesson.

Objective:

Given a turn with the book's objects, students will demonstrate understanding of the vocabulary through movement of their body and signs related to the actions from the book.

Materials/Prep:

- Set-up stations in the classroom or outside that allows for all of the movements from the book. A place for building a sand castle, sailing a boat, eating and catching food, and having fun with beach objects. Include as many or as few of props as you can manage: Shovels, beach towels, fishing poles, etc.
- Decide if all the students will go to one station all together or if they can mingle around to their own likings. Make sure there are enough adults for capturing pictures of each student doing each center.

- Have a digital camera or video camera for capturing the movements. *If available, have an aid take the pictures to allow you more attention towards the student's responses.*
- Have word cards available if students would rather hold the cards instead of sign the action/movement.
- Students could wear their swimsuits, beach hats, or put on sunscreen to replicate the environment of a beach.

Procedure:

- Explain to the students they get to go the pretend beach today.
Review the movements, signs, and words associated with the story. Word cards and book pages can be used.
- With the students seated let them watch as you do each sign and movement at the different centers/stations pausing for clarification. Be sure to emphasize the behavior for each station: no throwing sand, keeping the water in the water area, sharing shovels etc.
- Allow the students to experience each station while encouraging them to use the new vocabulary.
- If a student does not automatically sign or hold up a word card for the movement, ask them what they are doing or to point to the corresponding picture in the book.
- As the students visit each center be sure to take pictures of them doing the movement and moving the manipulatives. It is best if a picture is taken of each movement of each student, but if this number is too large be sure that everyone is included in at least 1 picture.

Wrap-up and Assessment:

As students finish the centers they can sit and read the Beach book to themselves and watch for their use of signs as the 'read' through the book.

Different students will have done different actions to inform you of their understanding of the movements, signs, and words. As each student completes a center make notes of how they responded.

These will also be documented through each picture too.

Teacher's Notes/Changes:

Unit 2: Reading Actions

Standard: Respond to stories read aloud, using physical actions and other means of nonverbal communication. Respond orally to stories read aloud, giving one- or two word responses. (CA reading comprehension beginning ELD, K-2)
Student refines and extends understanding of known words. (TX pre-kindergarten curriculum guidelines-vocabulary)

Lesson 2.3: Book Makers

Objective:

Given a book template with pictures of themselves and their peers, students will depict the pictures to the teacher as measured by matching the movement with the appropriate signs.

Materials/Prep:

- This lesson is best done in two groups, allowing more one on one help with creating the book, though this depends on the class size
- Printed pictures, enough for each student. These pictures can already be pasted on the book pages for faster book creating. (If the class size is too big, try making a couple class books with each student depicting 2 or 3 of the pictures instead of a whole book.)

- Book template or Class book already assembled as a good example for the students.
- Word Cards and movement cards
- Paper and coloring materials for group 1
- Book, *A Day at the Beach*

Procedure:

Group 1:

- Have the books available for students to look through
- Have the manipulatives available for movements as well as the word and movement cards.
- Students can draw a picture of the beach
- Other ocean activities/centers could be used during this time as well

Group 2:

- Review the pictures of the students from the actions
- Review the verbs seen in these pictures of them from the previous lesson.
- Show the students the finished class book, read this to them, *you are going to make your own Beach book with your pictures!*
- Depending on the age of the group they can be given one picture at a time, allowing the students to sequence them independently. Otherwise open to the first page of pictures in their book.
- Open to the first page and ask for the first picture, *glue the picture of you doing _____* (the action from the picture)
- Once glued down ask the student for the action they are doing in that picture, if the name of the person can be stated both action and person should be written down. Sign back to the student what they have said prior to writing it on their page.

- Have students create a title page and sign their name as the author.

Wrap-up and Assessment:

- Students can then read their book back to you or to the class
- Watch for use of the correct signs and words the students use for each page of the book, this is part of the final assessment of the students' acquisition of the new vocabulary.

Teacher's Notes/Changes:

Unit 3

Lessons 1.1-1.3

This unit of the curriculum focuses on teaching students verbs: in print, sign, and actions.

This first section is to familiarize the students with the new vocabulary as well as the new movements needed to complete the second group of lessons.

Lessons:

1.1 Fun with Movement – Introduction

1.2 Commanding Movements

1.3 Commanding by Students – Read Aloud

Unit 3: Learning Action Verbs

Standard(s): Respond to simple directions by using physical actions and other means of nonverbal communication (Listening and Speaking, beginning ELD, CA K-2)

Listens purposefully to gather information and shows some understanding of the new language being spoken by others (Early literacy development, TX pre-k)

Lesson 1.1: Fun with Movement

Objective:

Given a demonstration by the teacher, students will copy movements demonstrated by the teacher after the word has been signed.

Materials/Prep:

- Book for picture walk – *Pepito the Brave*
- Student Participation Checklist (appendix b)
- A list of words to be learned must be created – should not be more than 5 words (example appendix b)
- Props needed for the words (ex: something to climb over)

Prior to Starting: Safety

Students should be taught how to behave when moving in the area. Remind students not to touch another student unless the teacher gives permission. This could be acted out between the teacher and an aid for better understanding.

Procedure:

- Bring the students to the rug (a place with room for movement)
- Explain that we are going to learn some new words, but we have to be ready to move our bodies too!
- Show students the new book; introduce the book title. Talk about what it means to be brave. Introduce the signs that will be used for Pepito and the other animals.
- Explain that Pepito is going to go on an adventure and they will too after learning what he does!
- This time is to look through the pictures and point out what Pepito does. Ask the students questions in regards to the actions correlating to their new vocabulary. *What will he do to get over the fence?*
- Pull out the word cards as the words are identified through the pictures in the book, these new word cards can be shown while doing the movements. Emphasize that the cards, actions and words are all the same.
- After the book, start with some easy stretches to get the students' blood flowing and start the students' imitation process of the teacher's movements
- Ask the students if they are ready to learn the new words, explaining that they will watch you sign the word and show them the action and they need to move just like you did.
- Start with the first word, sign it, move to it and watch that the students are doing the same – repeat with the same word

- Second word, then third word, so on
- Repeat all words in the same order then in a different order (be watching for students ability to start the action prior to the teacher's full movement)

Wrap-up and Assessment:

Congratulate the students for moving and copying the words and movements so well. Tell them next time you will be checking if they remembered the movements.

Check off students' names that participated and make any notes as to movement modifications that may be needed.

Teacher's Notes/Changes:

Unit 3: Learning Actions

Standard: Respond to simple directions by using physical actions and other means of nonverbal communication (Listening and Speaking, beginning ELD, CA K-2)
Listens purposefully to gather information and shows some understanding of the new language being spoken by others (Early literacy development, TX pre-k)

Lesson 1.2: Commanding Movements

Objective:

Given a turn in the big group, students will listen for their name and respond with the action demonstrated by the teacher.

Materials/Prep:

- Same list of words from previous lesson as well as props
- A list of commands for students to do related to the focused vocabulary (example in appendix b)
- Enough floor space for movement
- Book, *Pepito the Brave*

Procedure:

- Bring the students to the area for the lesson.
- Ask the students if any of them can remember some of the movements that they copied from you yesterday? (If no movements are remembered start doing a movement and see if

the students start to remember.) Let the students take turns showing what they do remember.

- This time is to look through the pictures again and point out what the action is on each page. Ask the students questions in regards to the actions correlating to their new vocabulary. *What will the fish teach him to do? Show me how to dig in the ground.*
- *Let's move like Pepito!*
- Lead exercises/follow the leader with the vocabulary to warm up. Be sure to use the signs while doing the movement for each word.
- Explain that today they get to show you (the teacher) what they know. When the teacher says their name that student gets to stand up and do the movement. (Students should be seated until their name is called, do the movement with the students, as they do not have to have learned it on their own yet)
- Using the words cards and/or the book point to the movement, ask a student by name to do that movement while doing the movement with the student.
- Do this until each student has had a chance to do at least one movement.

Wrap-up and Assessment:

End the lesson with everyone standing. The teacher starts signing a word and the students do the movement. Try not to do the movement immediately after signing the word as this is a good

time to assess the memory and acquisition of the new signs/movements. These can be noted on their name checklist.

Teacher's Notes/Changes:

Unit 3: Learning Actions

Standard: Respond to simple directions by using physical actions and other means of nonverbal communication (Listening and Speaking, beginning ELD, CA K-2)

Listens purposefully to gather information and shows some understanding of the new language being spoken by others (Early literacy development, TX pre-k)

Lesson 1.3: Read Aloud and Commanding Movements by Students

Objective:

Given a turn in the big group, students will listen for their name and respond with the action demonstrated by a classmate.

Materials/Prep:

- Same list of words from previous lesson as well as props – different stuffed animals from the book could be used, small fence piece, pond, tree, etc.
- A list of commands for students to do related to the focused vocabulary (example in appendix b)
- Enough floor space for movement
- Book, *Pepito the Brave*

Procedure:

- Show the book to the students and ask who the story is about.
- Start the read aloud of the book. Point out each movement and point to the vocabulary words within the text, the vocabulary cards can be used here too to show relationship. Sign the movements right next to the book to show the correlation to the signs, words, and movements in the book.
- As done in the previous lessons ask students to remind each other of the movement for _____ (sign one of the words). Give each student a chance to do a movement.
- Today is their turn to ask each other to do a movement. Explain this to the students and give them a model of what to do. Say a students name, sign please, then the sign of the vocabulary word. The student they were addressing should then do the movement.
- *Why say please?* Model to the students what it looks like to ask someone to do something without saying please. (This is just to create a more positive environment for the students to command each other.)
- Give the students a chance to “command” a couple of classmates then switch. If a student does not sign ‘please,’ make sure it is corrected by modeling again.

Variation:

Students could act as one of the other animals in the story and share with Pepito what to do when they approach them. One student would be the Pepito approaching each of the other animals. This would be a great introduction to the order of the story prior to the picture day of making their own books.

Wrap-up and Assessment:

- Ask the students why it is important to say please. Ask if they like to be told to do something in different manners- acting snotty when asking, or tired, or mad?
- Did the students sign the new words confidently? Were the students being commanded able to do the movement independently? Progress should be marked on the checklist.

Teacher's Notes/Changes:

Unit 3

Lessons 2.1-2.3

This Unit is a continuation of the previous unit. The culmination of the following lessons is students creating their own version of *Pepito the Brave* by demonstrating their use of the movements, signs, and word recognition. The same vocabulary is used from the previous verb list and is now acted out in the same manner as the story.

Lessons:

2.1 Read Aloud – Moving Manipulatives

2.2 Becoming the Book – Obstacle Course

2.3 Book Makers – Depict Pictures

Unit 3: Reading Actions

Standard: Respond to stories read aloud, using physical actions and other means of nonverbal communication. Respond orally to stories read aloud, giving one- or two word responses. (CA reading comprehension beginning ELD, K-2)

Student refines and extends understanding of known words. (TX pre-kindergarten curriculum guidelines-vocabulary)

Lesson 2.1: Read Aloud

Objective:

Given an opportunity to interact with the book, students will move manipulatives matching the book actions.

Materials/Prep:

- Pepito the Brave book
- Replica manipulatives matching the book (fence, water, tree, dirt, different stuffed animals or pictures of animals) These can be the same manipulatives used in the previous lesson
- Word Cards

Procedure:

- Bring the students to the area of story time.
- Start the read aloud of the book. Ask clarifying questions as you progress, *‘show me what Pepito is doing,’ ‘everyone show me the sign for run,’ ‘point to the word climb.’*
- Set up a couple of stations where the students can do the actions or have manipulatives in a smaller version for students to move around like the book – point to the page in the book with the same movement. Be sure to model both of the hands on activities for the students.

Wrap-up and Assessment:

- After the read aloud and activity give the students their own book to ‘read.’ Watch for the students to sign the actions or make the gestures from the book. See if the students share with their friends what is going on in the book.
- Which students have made text to self connections? Text to sign connections? Record observations in checklist.

Teacher’s Notes/Changes:

Unit 3: Reading Actions

Standard: Respond to stories read aloud, using physical actions and other means of nonverbal communication. Respond orally to stories read aloud, giving one- or two word responses. (CA reading comprehension beginning ELD, K-2)

Student refines and extends understanding of known words. (TX pre-kindergarten curriculum guidelines-vocabulary)

Lesson 2.2: Becoming the Book

Unit 2, lesson 2 can be divided into two activities if there is a time restraint. Pictures would be taken in the second lesson.

Objective:

Given a turn with the book's objects, students will demonstrate understanding of the vocabulary through movement of their body and signs related to the actions from the book.

Materials/Prep:

- Set-up stations in the classroom or outside that allow for all of the movements from the book. A place for running, hopping, fish swimming, digging, climbing, and flying.
- Decide if all the students will go to one station all together or if they can mingle around to their own likings. Make sure there are enough adults for capturing pictures of each student doing each center.

- Have a digital camera or video camera for capturing the movements. *If available, have an aid take the pictures to allow you more attention towards the student's responses.*
- Have word cards available if students would rather hold the cards instead of sign the action/movement.
- Students could wear hats that replicate Pepito or any of the other animals he meets on his adventure.

Variation:

At each of the stations there could be a stuffed animal that represents one of the other animals Pepito meets. The students could then do the movement with the animal. If there is enough time and help students could also act out the story together taking turns being Pepito or one of the animals. This would depend on the ability of the students.

Procedure:

- Explain to the students they get go on an adventure like Pepito today. Review the movements, signs, and words associated with the story. Word cards and book pages can be used.
- With the students seated let them watch as you do each sign and movement at the different centers/stations pausing for clarification. Be sure to emphasize the behavior for each station, no running into people or things, keeping props in the right areas, etc.
- Allow the students to experience each station while encouraging them to use the new vocabulary.
- If a student does not automatically sign or hold up a word card for the movement, ask them what they are doing or to point to the corresponding picture in the book.
- As the students visit each center be sure to take pictures of them doing the movement and moving the manipulatives. It is best if each movement is taken of each student, but if this number is too large be sure that everyone is included in at least 1 picture.

Wrap-up and Assessment:

As students finish the centers they can sit and read the Pepito book to themselves, watch for their use of signs as the 'read' through the book.

Different students will have done different actions to inform you of their understanding of the movements, signs, and words. As each student completes a center make notes of how they responded.

These will also be documented through each picture too.

Teacher's Notes/Changes:

Unit 3: Reading Actions

Standard: Respond to stories read aloud, using physical actions and other means of nonverbal communication. Respond orally to stories read aloud, giving one- or two word responses. (CA reading comprehension beginning ELD, K-2)

Student refines and extends understanding of known words. (TX pre-kindergarten curriculum guidelines-vocabulary)

Lesson 2.3: Book Makers

Objective:

Given a book template with pictures of themselves and their peers, students will depict the pictures to the teacher as measured by matching the movement with the appropriate signs.

Materials/Prep:

- This lesson is best done in two groups, allowing more one on one help with creating the book, though this depends on the class size and student modifications needed
- Print pictures, enough for each student. These pictures can already be pasted on the book pages for faster book creating. (If the class size is too big, try making a couple class books with each student depicting 2 or 3 of the pictures instead of a whole book.)

- Have class book as an example already assembled – pictures of the actions with the text underneath it
- Word Cards and movement cards
- Paper and coloring materials for group 1
- Book, *Pepito the Brave*

Procedure:

Group 1:

- Have the books available for students to look through
- Have the manipulatives available for movements as well as the word and movement cards.
- Students can draw a picture of the park or of Pepito and the other animals doing different actions
- Other outdoor activities/centers could be used during this time as well

Group 2:

- Review the pictures of the students from the actions
- Review the verbs seen in these pictures of them from the previous lesson.
- Show the students the finished class book, read this to them, *you are going to make your own Pepito book with your pictures!*
- Depending on the age of the group they can be given one picture at a time, allowing the students to sequence them independently. Otherwise open to the first page of pictures in their book.
- Open to the first page and ask for the first picture, *glue the picture of you doing _____* (the action from the picture)
- Once glued down ask the student for the action they are doing in that picture, if the name of the person can be stated both

action and person should be written down. Sign back to the student what they have said prior to writing it on the page.

- Have students create a title page and sign their name as the author.

Wrap-up and Assessment:

- Students can then read their book back to you or to the class
- Watch for use of the correct signs and words the students use for each page of the book, this is part of the final assessment of the students' acquisition of the new vocabulary.

Teacher's Notes/Changes:

Appendix B: Materials and Examples

The following materials are used in conjunction with the curriculum and lesson plans.

Please refer to the lesson's materials section to find the appropriate materials.

Word Lists for Each Lesson

(It is best to only choose 5 words
at a time for the units)

Unit 1

Through
Under
Around
Across
Over
Past

Unit 2

Building
Sand Castle
Fishing
Eating
Playing
Ocean
Fish
Sail
Fun

Unit 3

Run
Hop
Fly
Swim
Dig
Climb
Scared

List of Commands for Each Unit

These are only a few suggestions for each theme. Many of the commands can be mixed around for each unit.

Each command should start with a student's name and please:

walk around the chair

walk over the bag

go past the pond

hop over the book

crawl through the hoop

run in place

climb onto the chair

look-like you are building a block tower

catch a big fish out of the toy tub

eat some fake popcorn

Student Progress Record Sheet
Copy for each new unit for each student's progress with
each lesson

Unit:	
Student	Vocabulary Usage + Notes
Lesson 1.1	
Lesson 1.2	
Lesson 1.3	
Lesson 2.1	
Lesson 2.2	
Lesson 2.3	

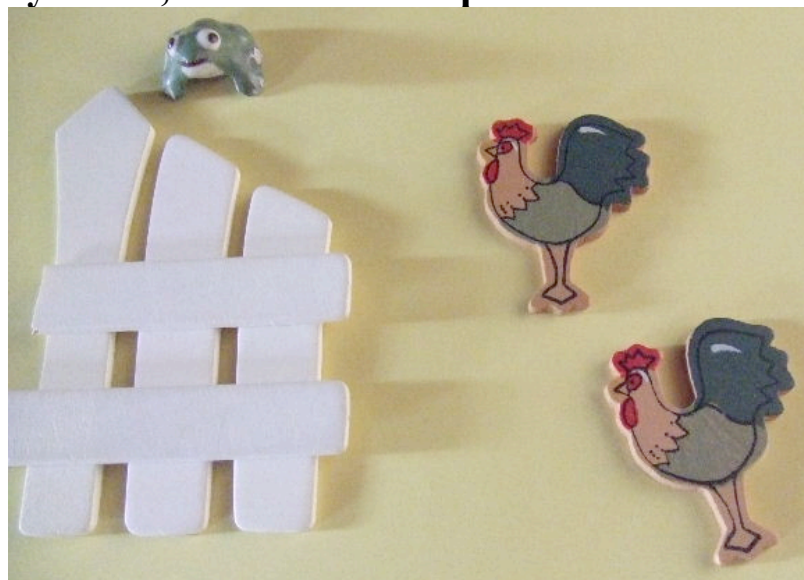
Example Replica Materials for Each Unit
- Manipulatives
- Costumes



Rosie Mask, Rosie Puppet, Masks for Pepito characters



Pond, Hay Stack, and Beehive Replicas for Rosie or Pepito



**Small Rosie Hens, Fence piece for either Pepito or Rosie,
Small frog for Pepito**



A children's play equipment can be used for an obstacle course for *Rosie's Walk*



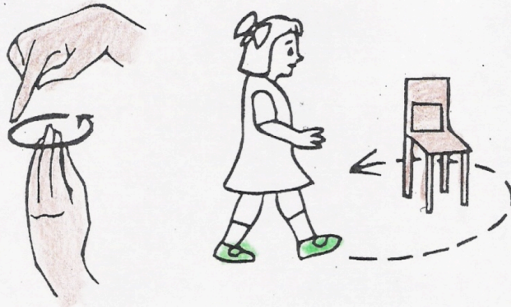
A sand table can be converted to the sand castle building station one day and an ocean table the next



Set up a fishing station using paper clips, magnets and string for the beach experience

Example of Picture Cards Shown

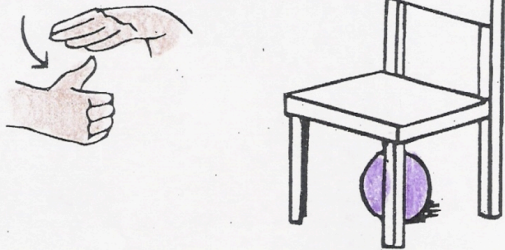
around *prep.*



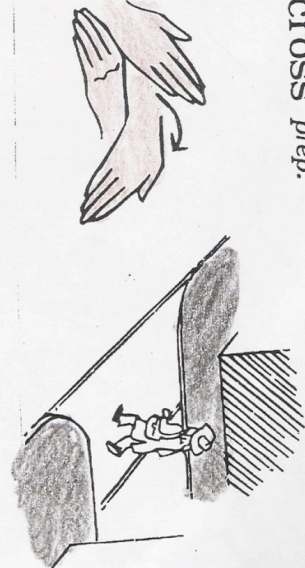
over *prep.*



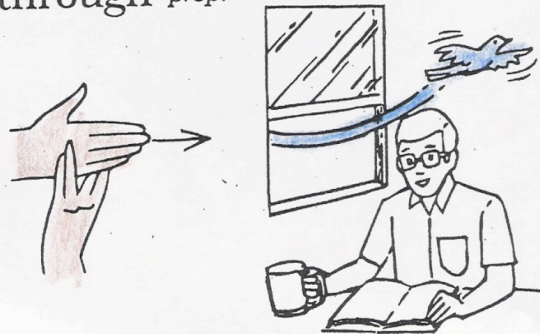
under *prep.*



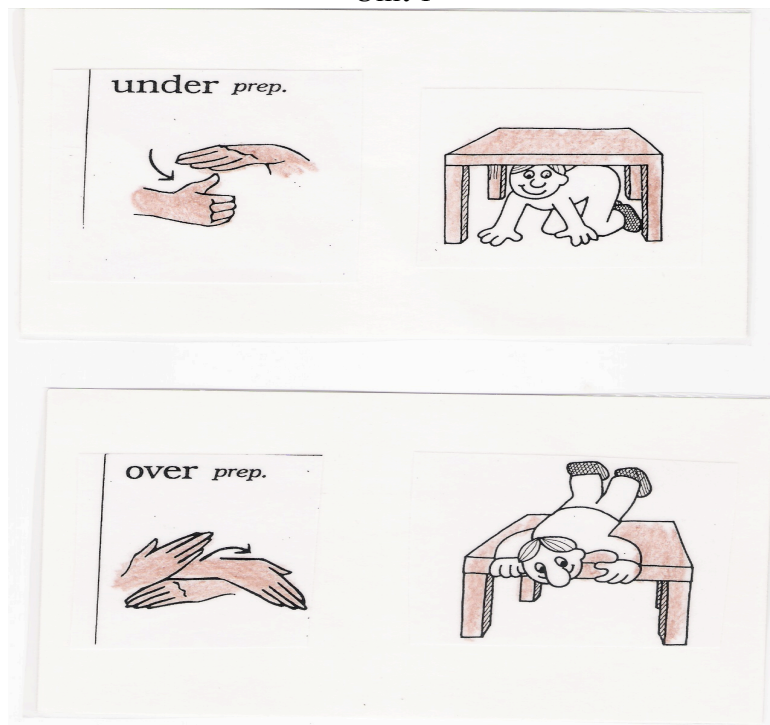
across *prep.*



through *prep.*



Front and Back of word cards used during Rosie's Walk
Unit 1



UNDER

OVER

Children's Books:

Rosie's Walk – Pat Hutchins

Pepito the Brave – Scott Beck

Beach Day – Helen Oxenbury

Other good TPR movement children's books:

The Berenstain Bears in the Dark – Jan Berenstain

We're going on a Bear Hunt – Michael Rosen

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