UC San Diego
UC San Diego Electronic Theses and Dissertations

Title

Building a Strong Foundational and Knowledge in ASL Grammar: Non-Manual Markers and Syntax

Permalink

https://escholarship.org/uc/item/4142g4hr

Author

Bustamante, Jarita Ela

Publication Date

2023

Peer reviewed|Thesis/dissertation

UNIVERSITY OF CALIFORNIA SAN DIEGO

Building a Strong Foundational and Knowledge in ASL Grammar: Non-Manual Markers and

Syntax

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

in

Teaching and Learning: Bilingual Education (ASL-English)

by

Jarita Ela Bustamante

Committee in charge:

       Professor Gabrielle A. Jones, Chair
       Professor Tom Humphries
       Professor Christopher Mamas

2023

The Thesis of Jarita Ela Bustamante is approved, and it is acceptable
in quality and form for publication on microfilm and electronically.

University of California San Diego

2023

Dedication:

       To my family, I want to express my heartfelt gratitude for your unwavering support and encouragement throughout my educational journey. I am especially grateful to my mom, Jayne, who has played an immense role in nurturing my interest and passion for education. Without your guidance and support, I would not have reached this point. You have made countless sacrifices and have been my rock throughout these challenging and stressful years. I am forever indebted to you, mom. I love you, and I am grateful for the love and support of my dad and brother as well. <3

       To my incredible cohort, I am filled with immense gratitude for the journey we have shared together. From the countless coffee shop study sessions to the laughter-filled moments, we have formed bonds that will last a lifetime. Your unwavering support, encouragement, and determination have been the driving force behind my success. Together, we have faced challenges, celebrated victories, and grown both personally and professionally. I am forever grateful for the friendships and memories we have created. Thank you for being an inspiring and uplifting group of individuals who have made this educational experience truly remarkable.

       To my Cooperating Teacher, Susan, who also happened to be my former 3rd-grade teacher, I want to express my heartfelt appreciation. Your guidance and support during my internship have been invaluable, and I am grateful for the opportunity to work alongside you and learn from your expertise. The experience of teaching alongside you and witnessing your dedication and passion for education has been truly inspiring. I am grateful for the opportunity to learn from you and for the impact you have had on my journey. Thank you, Susan.

       To my beloved cat, Neroli, thank you for being by my side everyday throughout my college days and beyond. Your presence brings so much joy and comfort to my life. Your adorable and entertaining behaviors never fail to put a smile on my face and lighten my mood. You are truly the rock that brings happiness to my life. Thank you, Neroli, for being the cutest and most wonderful companion. I cherish every moment with you.

Epigraph:

"Acceptance of ASL as a language was a fundamental first step toward preventing language deprivation, because it validated the teaching of ASL to deaf babies and children."

- Elizabeth Dougherty

TABLE OF CONTENTS

List of Figures:

List of Tables:

Abstract of the Thesis

Building a Strong Foundational and Knowledge in ASL Grammar: Non-Manual Markers and

Syntax

by

Jarita Ela Bustamante

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

University of California San Diego, 2023

Professor Gabrielle Jones, Chair

This thesis addresses the need to shift the perception of ASL (American Sign

Language) practices in Deaf education towards a positive framework, emphasizing the

importance of ASL grammar in the language development of Deaf children. The curriculum

focuses on building a strong foundation in ASL grammar for elementary school-aged

students, with specific goals related to non-manual markers (NMM) and syntax. The

curriculum aims to enhance students' knowledge of ASL grammar, promote effective communication skills, and facilitate the differentiation between ASL and English.

The justification for this curriculum stems from the limited exposure to ASL grammar in traditional Deaf education, the linguistic diversity among Deaf students, and the correlation between early ASL exposure and later academic achievement. The curriculum adopts a bilingual-bicultural approach, recognizing the significance of ASL as a language of instruction and fostering an appreciation for Deaf culture. Key learning theories, such as Linguistic Interdependence Theory, Social Learning theory, Technology-based Engagement Theory, and Culturally Responsive Teaching, inform the curriculum design and instructional strategies. Existing research, curricula, and resources on ASL instruction are reviewed to support the development of this curriculum.

The curriculum consists of two units: one focusing on non-manual markers and another on syntax. Through engaging activities, analysis of ASL video clips, and collaborative discussions, students will develop a deep understanding of ASL grammar and syntax. The curriculum emphasizes the importance of social interaction, technology-based engagement, and culturally responsive teaching. By implementing this curriculum, Deaf students will have the opportunity to strengthen their ASL grammar skills, enhance their critical thinking abilities, and establish a solid foundation for further language development and academic success.

Introduction and Overview of Curriculum

This thesis reflects my long-time desire to shift the Deaf education system's perception of ASL practices in academic settings into a positive frame that is necessary in order to advance and strengthen the language development of Deaf children. My curriculum focuses on building a strong ASL grammar foundation and knowledge in elementary school-aged students. ASL syntax is the linguistic study of sentence structure and grammar in sign language. It examines the way in which words combine to generate phrases, clauses, and sentences that correspond to the rules (Liddell, 1980). Every language has its own syntax or set of rules governing word order and grammar. ASL grammar indicates that facial expression, head position and movement, and body position and movement are crucial in producing signals that convey the linguistic information required to comprehend the structure of ASL utterances (Liddell, 1980). To implement this mission, I developed three attainable goals aligned with the ASL Content Standards: published signing, discourse, and language, in order for students to develop knowledge of ASL grammar.

The three goals of the curriculum:

1. Students will identify and explain all parts of Non-Manual Markers (NMM) and syntax in ASL.
2. Students will view the English word order signing and interpret or translate them into appropriate Non-Manual Markers (NMM), syntax in ASL, and ASL gloss.
3. Students will analyze the different function of Non-Manual Markers (NMM) and syntax in ASL video clips.

The primary goal of this curriculum is to enable students to recognize that ASL has structural rules, as well as to expand their knowledge and strengthen their ASL grammar in a fundamental way. I strongly believe that this provides students with the opportunity to cultivate

their skills as communicators and develop an appreciation for their native language. In which they will be able to communicate efficiently and cognitively using ASL and where they will be able to discriminate between ASL and English, making it easier for them to learn English according to Cummins (1979) about the fundamental idea is that a Deaf child's mastery of their first language (ASL) will facilitate and drive their acquisition of English as a second language. I believe that informing Deaf children as early as possible about ASL as a language is an excellent strategy. Students would gain a number of essential skills, including published signs, discourse, and language. In this curriculum, I will only focus on one of the various aspects of ASL, which is ASL grammar (non-manual markers, word order, and basic sentence types).

This curriculum will be consistent with mini ASL lessons that teach ASL grammar through instruction, activities, and interactions that rely largely on technology. In this project, they will learn a great deal through visual means, and historically, visual learning has helped deaf children connect with the activities, as Deaf children are visual learners. In compliance with the ASL Content Standards, I will focus on the weaknesses and typical errors made by Deaf children when utilizing ASL grammar. As previously stated, I feel my project will significantly empower them in a variety of ways. I hope that this ASL curriculum will greatly contribute to the shortage of information and data surrounding ASL grammar in Deaf education and curriculum. This will not only address the gaps, but it will also enhance the children's academic communication and expression skills.

Justification of Need

In my personal experience, I took ASL courses at the university to earn a Bachelor of Arts in American Sign Language. I was astounded by how much I had learned about my native

language in such a short time during my first ASL class. The first thing that came to mind was, "Why didn't I learn any of this when I was in Deaf school?" Regardless of the fact that I come from a large deaf family, grew up in a large deaf community, and have always had access to ASL throughout my life, I have a solid foundation in ASL. Nevertheless, I learned a great deal about ASL grammar, which has enabled me to view ASL from a broader perspective and even through different lenses. Historically, we are all required to learn how the English language works in depth throughout our lives. We spent countless hours learning English. And, as a Deaf person, I was never taught anything about how my first language works. Cummins (1989) suggests that deaf children be exposed to complete forms of both ASL and English from an early age, emphasizing the "separate but equal" aspects of each language. ASL is not taught on an equal footing with English in our current educational system.

Not to mention the fact that there is linguistic diversity among deaf students in schools. Thus, the definition of diversity encompasses not only race, ethnicity, and social class, but also the prevalent linguistic diversity in our community. Approximately 90–95% of Deaf children are born to hearing parents who often don't know sign language and learn sign language outside of the home (Mitchell & Karchmer, 2004). Due to the fact that these Deaf children come from diverse educational backgrounds, their language acquisition abilities are not consistent. Hence, many Deaf students frequently arrive at school with little to zero ASL exposure. According to Henner, Caldwell-Harris, Novogrodsky, and Hoffmeister (2016), late ASL exposure has an effect on the syntactic knowledge of Deaf students, resulting in difficulties with English grammar. Studies demonstrate an association between limited linguistic socialization at a young age and low academic achievement later in life (Dickinson & Tabors, 2001; Hart & Risley, 1995; Harris, 2010) Prior to preschool, deaf children with non-signing parents are unintentionally deprived of

language development (Kuntze,1998; Harris, 2010). These articles demonstrated that early access and exposure were crucial for the development of a full syntactic system in Deaf children. "Further when deaf children have the opportunity to acquire ASL in early childhood, many documented advantages accrue, and the potential deficits implicit in language deprivation are avoided" (Easterbrooks & Baker, 2002; Marschark, Schick, & Spencer, 2006). Knowledge of the various linguistic domains of sign language (vocabulary, morphology, and syntax) correlates positively with English literacy comprehension. (Henner, Caldwell-Harris, Novogrodsky, & Hoffmeister, 2016). This association with knowledge of ASL grammar was substantially correlated with knowledge of English grammar across all ability levels, as evidenced by the results. Therefore, there is a need for the promotion of rich language talk and the provision of support that will strengthen their grammatical knowledge in order to develop various ASL skills that are essential for the development of English language structures at an early age as much as possible.

As a result of my literacy review, I've noticed that the ASL curriculum within Deaf education suffers from a substantial lack of accessible and online-available information and materials. With this, I believe that my research and findings will provide concrete support for the concept of teaching ASL to Deaf students, demonstrate that it is necessary and equivalent to English instruction, and may contribute to research on the development of ASL grammar among Deaf children in an educational setting.

My Approach to Education of Deaf Children

I consider that a bilingual-bicultural approach is what allows a Deaf student to thrive as a whole person. ASL and Deaf culture are deeply connected and reflect the Deaf community, especially Deaf education. Bilingual bicultural education emphasizes ASL as a language of instruction in Deaf classrooms and builds on mutual respect for the similarities and differences in the socio cultural and socio educational experiences and value of Deaf individuals (Mason and Ewoldt, 1996). It is an "empowering education" that instills Deaf individuals with a sense of pride and self-motivation (Malkowski, 1995).

Historically, the education of deaf children has been exclusive of ASL and constructed as an English-only, deficit-based pedagogy (Humphries, 2013). Bilingual method is the antithesis of deficit-based pedagogy, and numerous research indicates that a bilingual approach is crucial for bimodal and visual Deaf learners. English print and ASL are distinct modalities; therefore, the bilingual approach teaches Deaf children ASL first and then connects them to English literacy. Cummins (2006) comes to a conclusion from his analysis of the relevant research that the data unquestionably demonstrates that the likelihood of Deaf students becoming literate in English is greatly increased if they have a mastery of ASL. The bilingual approach supports the acquisition of their first language, which is ASL. The research conducted by Hoffmeister et al. (1997) presents evidence that "advanced understanding of the structure of American Sign Language, particularly in metalinguistic tasks such as synonyms/antonyms judgment, significantly predicts reading achievement." (p. 138). My conviction that the bilingual approach is the most successful instructional approach for Deaf learners is supported by the research offered here as well as other pieces of evidence. ASL serves as a natural and effective component of learning English literacy since Deaf students are visual learners.

One unique attribute of the ASL language compared to other languages is that it has its own culture. According to Humpheries and Padden (2005), the definition of culture centered on beliefs and practices, particularly the major significance of sign language in the daily lives of the community. Putting cultural practices into the curriculum is intended to foster an individual's ability for self-definition, self-expression, and self-understanding, all of which contribute to the construction of a good self-image and a positive sense of Deaf identity (Esteban-Guitart & Moll, 2014). And to encourage connections between curriculum and real life experiences and values. ASL and Deaf culture cannot be separated; they are intricately interwoven. Bilingual-bicultural approach promotes connections between the educational curriculum and real-world experiences and values. Therefore, I believe a bilingual-bicultural approach would be suitable in my curriculum for teaching Deaf children the grammatical structures of ASL.

My strategy will place a strong emphasis on discourse across the various learning activities. To support and facilitate continuous conversation, ranging from pair to group discussions. Raychelle Harris (2010) stated, "Participating in discourse with fluent users of language about cognitively challenging topics, in other words, extended discourse, apparently needs to happen very early in life. Studies have found that very young children's participation in cognitively demanding conversations with adults correlates positively with later literacy and academic achievement" (Dickison & Tabors, 2001; Hart & Risley, 1995, 1999). Deaf children that participated in the extended discourse will develop higher cognitive functions with the guidance of proficient users in social interaction (Cummins, 2000; Vygotsky, 1986). The significance of giving the opportunity to children the capacity to converse with their peers with my guidance. Extended discourse can serve a variety of instructional purposes. It is my

responsibility to serve as a language role model and establish an environment where my students feel comfortable expressing themselves.

Review of Existing Research/Curricula

I reviewed existing research in relation to my curriculum thesis, which aims to teach Deaf students about ASL rules and how the structures work. Unfortunately, there is a scarcity of research studies on ASL instruction as L1 in Deaf education or curriculum, despite the development of ASL linguistics and the increased recognition of ASL as a foreign language in hearing schools. It is contradictory and ironic that while ASL is our native language, L1 does not receive as many resources as L2. ASL curricula for L2 learning are widely accessible, unlike for L1. However, it is worth acknowledging that several ASL curriculum for Deaf students are being developed in Deaf schools, although they are not widely published. One notable curriculum is the Bilingual Grammar Curriculum (BCG) created by Todd Czubek and Kristin DiPerri. This website-based curriculum utilizes ASL standards across different grade levels and lesson plans, providing a comprehensive approach to grammar instruction. Unfortunately, these curricula developed within schools are not available to the general public and are exclusively accessible to ASL specialists and teachers in Deaf schools.

Recent research by Hoffmeister et al. (2021) offers empirical data that contributes to the understanding of how knowledge of ASL grammar helps bilingual and bimodal deaf children who use both ASL and English print to read English. The results support Cummins' claims that a solid understanding of ASL structures facilitates the ability of Deaf students to learn English. The study indicates that grammatical knowledge in signed language may enhance the grammatical development of English literacy, as measured by the ASL Assessment Instrument

(Hoffmeister, Fish, Benedict, Henner, Novogrodsky, & Rosenburg, 2013), and correlates with measures of English reading achievement. Early exposure to ASL plays a crucial role in developing strong ASL grammar skills (Henner, Caldwell-Harris, Novogrodsky, & Hoffmeister, 2016). Various factors, such as early age of ASL exposure and disability, influence the grammatical judgment abilities of deaf children, similar to findings from spoken languages (Novogrodsky, Henner, Caldwell-Harris, & Hoffmeister, 2017). These findings underscore the importance of early acquisition of ASL, as it enhances the grasp of ASL grammar rules and positively impacts the comprehension and absorption of English print. This serves as the primary motivation behind the development of my curriculum, aimed at strengthening young children's core knowledge of ASL grammar to enable mastery of more complex structures over time.

In my search for existing curricula to assist in the design of my curriculum, I came across an important published work called ASL Content Standards (2018) is a set of guidelines designed to help teachers plan ASL instruction for deaf and hard of hearing students across the country. These standards will serve as the foundation of my curriculum.

> These comprehensive K-12 standards for American Sign Language (ASL) were developed to ensure that deaf and hard of hearing children acquire and learn ASL in much the same way that hearing children in the United States acquire and learn English. The primary purpose in developing ASL Standards is not simply to ensure that deaf and hard of hearing students are fluent in ASL, but also to support students' use of ASL for critical thinking. (p.3).

These standards emphasize that Deaf children who enter kindergarten with a strong foundation in ASL are prepared to participate in a Language Arts curriculum that stimulates their

continued learning of ASL's higher-order structures, ASL analysis, and ASL literacy. They enable students to comprehend and produce increasingly complex texts in ASL (ASL Content Standards, p. 4). By aligning with these standards, my curriculum ensures that my students are on the right track and allows me to teach at an appropriate level of complexity while adhering to state common core standards. This is crucial for my assessments as it enables me to observe their ASL comprehension, collaboration (discourse), language use (structures of standard ASL), and knowledge of language, ultimately enhancing their critical thinking skills in ASL and their ability to handle content knowledge.

"The Art of Continuous Discourse" by Smith and Ramsey (2004) outlines various essential techniques in the Deaf classroom that tremendously assist my instructional activities. The study describes the ASL-medium discourse practices of an experienced deaf teacher in a fifth-grade classroom for Deaf students in a residential school, investigating the discourse activities that promote and extend student participation. After hours of observation and data analysis, significant techniques utilized by the Deaf teacher during the discourse were identified, including thematic focus, activation and use of background knowledge, direct teaching, promotion of complex language and expression, elicitation of student responses to clarify content, fewer known answer questions, responsiveness to student contributions, and eye gaze to check for comprehension. These techniques prove invaluable in facilitating discussions with young children. For instance, "questions with fewer known answers" are designed to elicit multiple responses, allowing students to engage in group discussions. Minimizing the pressure for a "correct or wrong" response encourages active participation, as students are not discouraged from contributing or remaining silent. The technique of elicitation plays a significant role in developing students' critical thinking skills. When a student's explanation is vague, asking

9

clarifying questions or restating their meaning fosters better comprehension and encourages deeper reflection. These strategies greatly assist my discourse activities, promoting essential skills such as expressive abilities and critical thinking.

ASLyes.com, created by Garrett Bose, is a website that provides a variety of resources for learning American Sign Language (ASL). The website features videos, diagrams, and written explanations of ASL grammar, vocabulary, and culture. It also offers resources for learning about Deaf culture. One notable aspect of ASLyes.com is its emphasis on providing examples of ASL grammar usage by Deaf individuals. The website includes videos of native ASL users demonstrating sentence structure, non-manual markers, and other grammatical elements of ASL. These examples are presented in both ASL and English sentences and words, facilitating a comparison of the differences between ASL and signed English. For instance, in the video titled "ASL Grammar: Questions," a Deaf ASL user effectively demonstrates the question form in ASL by utilizing facial expressions and sentence structure to convey the interrogative tone. The video also offers a comparison of ASL and signed English questions, highlighting disparities in word order and non-manual markers. ASLyes.com serves as a valuable resource for individuals seeking to learn ASL and develop a deeper understanding of Deaf culture. Its focus on providing authentic examples of ASL grammar usage by Deaf individuals renders it an invaluable tool for learners at all levels.

In conclusion, while the research and curricula specifically addressing ASL instruction as L1 in Deaf education may be limited, there are valuable resources and studies that contribute to the enhancement of ASL teaching and Deaf education. The Bilingual Grammar Curriculum, ASL Content Standards, "The Art of Continuous Discourse," and ASLyes.com all play vital roles in

supporting the development of effective ASL instruction and fostering the linguistic and academic growth of Deaf students. By incorporating these resources and insights into my curriculum design, I aim to provide Deaf students with a solid foundation in ASL grammar, critical thinking skills, and a pathway to mastery of both ASL and English. It is crucial that we continue to advocate for further research and the creation of accessible and comprehensive curricula to meet the unique linguistic and educational needs of Deaf learners, ensuring that they have equal opportunities for language development and academic success.

Key Learning Theories

Many learning theories can adequately support this curriculum, but the four theories listed below have a significant influence on my curriculum framework and instructional approach. 1) Translanguaging Theory, 2) Social Learning Theory, 3) Technology-based Engagement Theory, and 4) Culturally responsive teaching

The translanguaging approach, as advocated by Cummins (1990) in his latest work, offers a novel perspective on the nature and process of ASL-English bilingual acquisition among Deaf children. Translanguaging underscores the interconnected use of languages and emphasizes that a Deaf child's proficiency in their first language (ASL) can serve as a catalyst for and foster motivation in acquiring their second language (English). This approach acknowledges the nuanced dynamics between social interaction and academic instruction in the context of second language acquisition. Consequently, mastering ASL not only triggers the activation of metacognitive and metalinguistic skills during the acquisition of English literacy, but it also addresses the concern raised by Harris (2010) and Scott & Hoffmeister (2017) about the role of metacognitive and metalinguistic abilities stemming from a strong foundation in ASL receptive and expressive language skills. ASL-English Bilingual programs, aligned with the principles of

translanguaging, strategically incorporate strategies that enable Deaf students to comprehend both the commonalities and distinctions between ASL and English. This approach facilitates the differentiation of linguistic structures in these two languages, despite their diverse modalities (Grosjean, 2010), thus affirming the status of Deaf students as bimodal bilinguals. For the successful mastery of English literacy, a robust grounding in ASL becomes indispensable, as fluency and proficiency in the first language serve as a springboard for second language acquisition. The translanguaging approach endorses the significance of a strong foundation in ASL to facilitate the acquisition of English literacy, aligning with the principle that language mastery in one language enriches the acquisition process of another. This theory reinforces the efficacy of my ASL curriculum, which aims to augment students' comprehension of ASL syntax, thereby facilitating the comparative analysis of syntactic structures between ASL and English.

The second learning theory is the sociocultural learning theory formulated by Vygotsky (1978), who emphasized the importance of social interaction in the development of language and cognition. Vygotsky strongly believed that community plays a central role in the process of "making meaning." (Mcleod, 2022) Social interaction in ASL plays an important role in the acquisition of ASL syntax structures and therefore planning the instruction around this concept will assist deaf students with opportunities for receptive and expressive use of ASL syntax. Due to the importance of facial expressions and grammatical sequence in ASL, it is necessary to engage in collaborative dialogue, discourses, and narratives, to achieve the intended results in communication skills. The Zone of Proximal Development (ZPD) was a crucial concept in Lev Vygotsky's learning and development theory. The Zone of Proximal Development is defined as the gap between an individual's actual developmental level, as determined by independent problem-solving, and their potential developmental level, as determined by problem-solving

under adult supervision or in collaboration with more capable peers. (Vygotsky, 1978, p. 86) This ZPD concept will be embedded within my instruction of ASL syntax structures. My ASL curriculum is likely to be new concept to many, particularly Deaf students and DHH teachers. In furthermore, this concept provides additional support for students who may not have full exposure to ASL at home, as I mentioned earlier in this paper regarding linguistically diverse students and Mitchell & Karchmer (2004) stated that more than 90 percent of Deaf children are born into households with little or no access to ASL. Therefore, hearing parents will likely have difficulty teaching it to their children before they start school. As a result, it becomes even more necessary for students to adopt this concept in order to promote their use of ASL in everyday conversations and academic responses with their peers, as school is frequently the only environment in which they can do so. Thus, the concept of observing ASL grammar use in my deaf students will aid me in assisting them to elaborate /expand or clarify their statements in ASL in order to acquire discourse skills, build their ASL comprehension prior to learning English as a second language, and facilitate language transfer. In addition, I consider that this curriculum will enable Deaf students to explore their natural languages and it allows me accommodate the language proficiencies of the students by incorporating collaborative activities into my lessons, which will aid in the development of expressive ASL skills.

My curriculum heavily incorporates Kearsley and Shneiderman engagement theory: A framework for Technology-Based Teaching and Learning (1998) is students must be meaningfully engaged in learning activities through interaction with others and meaningful tasks. While, in principle, such engagement could occur without technology, Kearsley and Shneiderman believe that "technology can facilitate engagement in ways that are difficult to achieve otherwise." (Kearsley and Shneiderman, 1998, p. 20) The fact that technology can do

many things beyond what humans could ever learn as it enhances and advances students' educational opportunities. For example, they could record themselves signing aloud the simple definition of ASL syntax with a partner. The theory is premised on the concept of forming successful collaborative teams that work on ambitious, meaningful projects outside the school environment. (Kearsley and Shneiderman, 1998, p. 20) One of the principles emphasized the significance of teamwork involving communication, planning, management, and interpersonal skills. These skills are useful in the real world, but historically, students have been taught to work and learn independently. In addition, when students work in teams, they often have the opportunity to collaborate with individuals from diverse linguistic and social backgrounds, which fosters an appreciation for diversity and multiple perspectives. (Kearsley and Shneiderman, 1998, p. 20) Combining technology and collaboration is the most effective method for enhancing visual learners' learning opportunities and experiences. For example, I would choose a film featuring a child telling a simple story. I will have my students watch and observe the film before asking them a few questions about it. After that, I could assign them an ASL syntax mini-project to complete in pairs. Lastly, they could demonstrate their work in different ways. My current curriculum would not be as effective and successful without technology. We live in a digital era, so we must take into account how and when modern students learn best through technology. Not only that, but it is also an opportunity to build on evidence and documentation of students' growth in their ASL skills, which means that by having a variety of video clips for pre and post evaluations, we have a better understanding of where students are in their learning. This becomes a functional method of evaluating students.

Lastly, culturally responsive teaching is an approach to education that values and respects the diverse backgrounds and experiences of students, including their linguistic diversity. In the

context of ASL, culturally responsive teaching means recognizing the unique language and cultural needs of Deaf and hard-of-hearing students who use ASL as their primary mode of communication. There are some key points to consider when implementing culturally responsive teaching for linguistic diversity, specifically related to ASL:

1. Recognize ASL as a legitimate language: Culturally responsive teaching involves recognizing ASL as a distinct language, with its own grammar, syntax, and cultural values. Teachers should make an effort to learn ASL and understand its linguistic and cultural nuances.

2. Create a positive learning environment: Teachers should create a classroom environment that values linguistic diversity and promotes cultural sensitivity. This can include providing resources and materials in ASL, incorporating Deaf culture into lessons, and fostering an inclusive and respectful classroom community.

3. Adapt teaching strategies: Teachers should adapt their teaching strategies to meet the needs of Deaf and hard-of-hearing students who use ASL as their primary mode of communication. This may involve using visual aids, providing written materials in ASL, or incorporating ASL into classroom discussions and activities.

4. Encourage home and community involvement: Culturally responsive teaching involves recognizing the importance of home and community involvement in education. Teachers should work to involve families and community members who use ASL in the education process, and ensure that their perspectives and experiences are valued.

Overall, culturally responsive teaching for linguistic diversity in ASL involves recognizing and valuing the unique language and cultural needs of Deaf and hard-of-hearing

students who use ASL as their primary mode of communication. By creating a positive and inclusive learning environment that adapts to their needs, teachers can help these students thrive and achieve academic success.

These learning theories have shaped the foundation of this curriculum and assisted me in designing my goals to build a solid foundation and knowledge of ASL grammar and syntax as a bridge between ASL and English literacy.

<u>Curriculum Description</u>

This curriculum is designed to teach students the grammatical elements of ASL, specifically non-manual markers (NMM) and syntax. Through this curriculum, students will gain a deep understanding of the role and function of NMM and syntax in ASL, as well as the differences and similarities between ASL and English sentence structure. They will also learn how to analyze ASL grammar like a linguist, starting with the basics. This curriculum is divided into two units, with five lessons in each unit with an introduction to becoming a sign linguist prior to both units.

Introduction to Curriculum: Becoming a Sign Linguist- students delve into the rich history of sign linguistics, exploring the pivotal role of deaf graduate students in the development of ASL grammar. They gain insights into the distinct characteristics of ASL compared to English and recognize the scarcity of ASL publications in comparison. Through engaging activities, students practice analyzing signers and hone their skills in observing and comprehending various aspects of sign language, including handshapes, movements, facial expressions, and body postures. This comprehensive curriculum empowers students to pursue their passion for sign

linguistics, nurturing a deep appreciation for the intricacies of sign language and fostering their growth as aspiring sign linguists.

Unit 1: Role of Non-Manual Markers in Sign and Predicate Levels

In this unit, students will explore the role and function of NMM in sign and predicate levels. They will learn how NMS can change sign meanings, alter the sign's degree and manner, and deliver their own features and meanings. Students will analyze the use of NMM in ASL video clips and develop their understanding of how NMM facilitates the meaning of sentences. In this aspect, students will learn about mouth morphemes in ASL. I have divided the lessons on mouth morphemes into two parts: one focusing on adjectives and the other on verbs.

Unit 2: Syntax - Sentence Types and Word Order

In this unit, students will explore the syntax of ASL, including sentence types and word order. Students will learn that English and ASL have completely different sentence structures and develop skills to adapt ASL word order to sentence production. Students will analyze the use of syntax in ASL video clips and develop their understanding of how syntax facilitates the meaning of sentences.

Overall, this curriculum aims to provide students with a strong beginning foundation and knowledge in ASL grammatical elements, enabling them to become linguists and develop a deep understanding of the role and function of NMM and syntax in ASL. There is so much more to learn about phonology, morphology, syntax and pragmatics but for the purpose of this thesis, the students will learn about the morphology of mouth morphemes and syntax.

Table 1: Units Lessons

Introduction Lesson 1: Why Do We Study Our Own Sign Language?	
Unit 1: Role of non-manual markers in sign and predicate levels.	**Unit 2: Syntax - sentence types and word order.**
Lesson 2: Introduction to 10 Mouth Morphemes	Lesson 6: Basic Sentence Structure
Lesson 3: Aspect With Verb Inflection	Lesson 7: Topicalization
Lesson 4: Adjective Mouth Morphemes	Lesson 8: Wh and Yes/No Question
Lesson 5: Mouth Morphemes Pictionary Project	Lesson 9: Rhetorical Question
	Lesson 10: Analyzing ASL Video Clip Project

Evaluation Plan

The evaluation plan for my ASL grammar curriculum involved both summative and formative assessments, as well as pre and post-assessments. The goal of these assessments was to measure the students' understanding and progress in learning ASL grammar throughout the course. The three goals of the curriculum:

1. Students will identify and explain all parts of NMM and syntax in ASL.

2. Students will view the English word order signing and interpret or translate them into appropriate NMM, syntax in ASL, and ASL gloss.

3. Students will analyze the different functions of NMM and syntax in ASL video clips.

Summative Assessments:

Two different summative assessments were included in this curriculum. The first project was developing a ***Mouth Morphemes Pictionary***, which gave students the opportunity to experience hands-on activity and develop their understanding of mouth morphemes to satisfy Unit 1. The second project was ***Analyzing ASL Video Clips***, which allowed students to practice and apply their ASL grammar knowledge in a real-life context to satisfy Unit 2. A rubric was used in the assessment of their work.

These will meet curriculum goal #1 and #3

Formative Assessments:

Formative assessments were conducted both during and at the end of each lesson for both units through teacher observations and anecdotes.

Teacher observations: During each lesson, I paid close attention to how engaged and interactive the students were. I took notes of their statements and comments to document what they learned and what they said. Group and pair discussions were particularly insightful, as they allowed students to respond to questions and share their thoughts. The ASL journals also helped me monitor their progress in learning.

What hand out or activities did you use to get them to practice the skill and that could be incorporated as your formative assessment- (activity- i.e movie to analyze the different NMM wrote on the board) Additionally, students either signed aloud an example of the topic or provided a brief story in ASL, wrote an ASL gloss, and interpreted it. (Unfortunately, we were unable to do this due to time constraints.) They were also asked to identify the elements of ASL grammar. During the practice session of ASL mouth morphemes, students identified the structures differences between English and ASL by glossing what they see in ASL. For example, I asked the students to identify how the grammar in ASL is different from English, and how those differences impact their translation, interpretation, and compare and contrast skills. This helped the students to better understand the unique features of ASL grammar and how it differs from English grammar.

At the end of all lessons, students completed an Exit Ticket, in which they rated their comprehension of the concept on a scale of 1 to 5 and provided a brief explanation if they struggled (e.g. overwhelmed, insufficient examples). For Rhetorical lessons, they were doing video reflections on what they had learned throughout the lessons, activities, and what they enjoyed the most. This formative assessment provided insights into the students' overall understanding of the curriculum.

Pre and Post-Assessments:

Pre and post-assessments were conducted to measure the students' progress and understanding of the ASL grammar curriculum. These assessments were videotaped to provide a record of their skills.

The first pre and post-assessment involved asking students the question, "What is ASL to you?" This question was used to evaluate the students' understanding and gain insights into how much they had learned from the ASL grammar curriculum. The answers provided by the students demonstrated improved and expanded knowledge and understanding of ASL based on the lessons taught. With mouth morphemes and syntax, the goal was for the students to elaborate on the different structures available in ASL (for example Adjective/verbs NMM)

The second pre- and post-assessment used the ASL Receptive and Expressive Skills Test by Northern Signs Research, Inc 2019 to evaluate the students' ASL grammar skills and other skills. This assessment provided a comprehensive evaluation of the students' overall progress and improvement in ASL grammar. This will also determine if the students are incorporating elements of the curriculum such as mouth morphemes.

In conclusion, the evaluation plan for my ASL grammar curriculum included a range of summative and formative assessments, as well as pre and post-assessments. The assessment outcomes revealed a mixture of growth, consistency, and occasional decline among students. These variations are closely tied to their individual language backgrounds and attendance records within the school. These assessments allowed me to evaluate the students' progress and understanding of the curriculum and make any necessary adjustments to the teaching methods or curriculum to better support the students' learning.

Curriculum Implementation

School Context:

I implemented this curriculum during my internship placement in a 5th grade classroom at a state residential school in a suburban area of Southern California. The school has a strong bilingual philosophy, focusing on ASL and English. One of their core values is to support children in becoming balanced bilingual individuals by recognizing the relationships between language development, cognitive development, and social/emotional development. Their mission is to create a positive learning environment where ASL and English are valued, cultures are embraced, learning is relevant, and students' self-worth is uplifted. Through collaboration with families and school communities, Southern California students prepare for college and careers by engaging in rigorous academics, utilizing innovative technology, and participating in extra-curricular opportunities. Many students commute by bus from outside the county to access the school's services. The campus includes a Parent Infant Program, Early Childhood Education center, elementary school, middle school, high school, and Career Technology Education, all located in various buildings.

Classroom Context:

The 5th grade student cohort is divided into 4 classes, with a total of 25 5th graders and 4 Deaf teachers, including the Alternative Curriculum Education (ACE) class. The class period lasts a total of 35 minutes. The students are appropriately placed based on their test scores, assessments, Individualized Education Programs (IEP), and teacher observations. The classes are named 5A, 5B, 5C, and ACE class.

My cooperating teacher (CT) focuses on teaching writing and the Bilingual Grammar Curriculum (BGC) to all students in classes 5A, 5B, and 5C. The Bilingual Grammar Curriculum, created by Todd Czubek and Kristin DiPerri is a website based curriculum that uses

ASL standards across different grade levels and lesson plans. The other two teachers are responsible for teaching math and reading. In the subjects of social studies and science, all teachers collaborate and teach the content to all students together. This year, the principal decided to adopt a middle school approach, where teachers rotate and specialize in teaching specific subjects. Therefore, the 4th and 5th-grade teachers do not teach all subjects. My CT also teaches class 4A, where she covers the BGC and writing. As for my role, I am responsible for teaching the curriculum to the 5B class, which consists of a total of 7 students.

Weekly Classroom Schedule:

5th grade A group (5A) 5 students
5th grade B group (5B) 7 students
5th grade C group (5C) 8 students
4th grade A group (4A) 6 students

Table 2: Weekly Classroom Schedule

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday	ODD	EVEN
	8:00-8:10am	Homeroom	Homeroom	Homeroom	Homeroom	8:00-9:05am	Spelling Test	Spelling Test
1st period	8:10-8:52am	4A Writing/BGC	4A Writing/BGC	4A Writing/BGC	4A Writing/BGC	9:09-10:15am	PE	PE
2nd period	8:56-9:48am	5C Writing/BGC	5C Writing/BGC	5C Writing/BGC	5C Writing/BGC	10:15-11:11:10am	ASL/Current Events	ASL/Current Events
3rd period	9:52-10:44am	PE	PE	PE	PE	11:10-12:03pm	Cafeteria	Cafeteria
4th period	10:44-11:15am	5B DEAR/Writing	5B DEAR/Writing	5B DEAR/Writing	5B DEAR/Writing	12:03-1:12pm	ASL/Current Events	ASL/Current Events
Lunch	11:20-12:20pm	Cafeteria	Cafeteria	Cafeteria	Cafeteria			
5th period	12:20-1:17pm	5B BGC	5B BGC	5B BGC	5B BGC			
5/6th period	1:30-1:50pm	Recess	Recess	Recess	Recess			
7th period	2:13-3:09	5A Writing/BGC	5A Writing/BGC	5A Writing/BGC	5A Writing/BGC			

To introduce myself to the parents of Class 5th grade and to my ASL curriculum goals and content area, I wrote a letter to give them an idea of what themes we would be reviewing. (See Appendix A).

My class student demographics range between 11 and 12 years of age and predominantly include Latino and White backgrounds. Four out of the seven students have deaf families or deaf parents, while the remaining three students have hearing parents. However, all of their hearing parents are capable of signing. All of the students are native users of ASL. All of them are commuter students. To maintain confidentiality, I have used pseudonyms for all students involved in this curriculum.

A brief description of each of the students in my class is described below:

1. S.V. is a profoundly Deaf white female from a Deaf family. She has exceptional intelligence and picks up new things with ease. Her understanding of abstract concepts is impressive, and her papers consistently exceed expectations. S.V. has a bold and vibrant personality and is incredibly expressive. She is also a talented artist and possesses a remarkable sense of creativity.

2. A.L. is a hard of hearing Hispanic male from a hearing family and has an older deaf sibling. He wears hearing aids regularly. A.L. prefers using ASL as his primary mode of communication. As the only boy in his class, he brings a dynamic energy to the group. A.L. is known for his athleticism and enjoys engaging in sports activities. He has a playful side and loves to tease his peers, bringing a sense of humor to the classroom. A.L. is always eager to learn and actively participates in his educational journey.

3. V.R. is a white female from a Deaf family and is profoundly Deaf. She has a strong athletic ability and a sharp wit. V.R. enjoys challenging others and is very brilliant and

assertive. She is not afraid to ask for help when needed. V.R. is talkative, caring about her schoolwork and engaging in lively conversations.

4. K.C. is a hard of hearing Hispanic female from a hearing family with a younger Deaf sibling. She communicates vocally with her best friend a lot but also uses ASL with both adults and peers. K.C. is a sweet, sensitive, and highly empathetic person. She is always eager to learn when fully alert and actively participates in group discussions, demonstrating great engagement. K.C. is an incredible writer, hard worker, and often underestimated as an underdog by her teachers.

5. X.A. is a Hispanic female from a Deaf family and is profoundly Deaf. She enjoys helping others, making her a sweet and compassionate student. X.A. is a social butterfly, effortlessly making friends with everyone and demonstrating great adaptability. She possesses excellent critical thinking skills and actively contributes to class discussions with high engagement and participation. X.A. is always focused on the task at hand and consistently completes her work.

6. L.V. is a hard of hearing female from a hearing family with a mixed background half white and half Hispanic. She primarily uses her voice to communicate, but she also incorporates signs when necessary. L.V. is a shy and quiet student, but she possesses exceptional writing skills. She learns best in one-on-one settings. L.V. has a playful and giggly nature, easily finding joy and laughter in various situations.

7. A.B. comes from a Deaf family and is Deaf. She is biracial, with a mix of black and white heritage. ASL is her primary mode of communication, although she has good hearing abilities. A.B. is a sweet and highly sensitive student. She has a natural curiosity and enjoys asking questions. While she may struggle to maintain focus and attention at

times, A.B. is a diligent student who takes pride in producing high-quality work. She is also willing to assist her peers whenever possible.

Implementation

As excited as I was to proceed with my curriculum, I completed the first of the two units of my curriculum, but unfortunately, I wasn't able to teach the last whole unit on ASL syntax due to time constraints and unexpected interruptions. These constraints were due to end-of-the-year events, school-wide events, state tests, school field trips, school-related projects, early dismissals for away games, and more. The end of the school year is usually a hectic schedule. So, I finished one complete unit on mouth morphemes and the mini-lesson for Unit 2, Lesson 1. That's when I realized that I didn't have any time left, so I wrapped up the curriculum with an ASL Gloss mini-lesson.

I would like to express my heartfelt gratitude to my beloved students who allowed me to showcase their videotape works in my thesis paper. It was important for me to honor their privacy by directly asking them for permission, which included obtaining a video permission form from their parents. Out of the seven students, four granted me permission to publish their videotapes. These videos serve as a testament to the remarkable progress they have made over time and the high quality of their work, greatly supporting my curriculum outcomes. The videos will be shared as YouTube links, where you can click and explore their amazing creations.

Introduction to Curriculum Unit: Lesson #1, "Why Do We Study Our Own Sign Language?"

Lesson Objective: students are to a) identify differences between English and ASL by comparing and contrasting a linear versus spatial language; b) explore what it means to become a sign linguist; c) engage in practicing note-taking to record observations related to ASL grammar, as demonstrated in two video clips.

Lesson #1 Why Do We Study Our Own Sign Language?: Session 1 - Thursday April 20, 2023 (6 out of 7 students present)

To start off the entire curriculum, I had a Powerpoint presentation ready for the students to see (See Appendix A for the full PowerPoint). I asked the question, "Why do we study our own sign language?" We had a great group discussion. One student, S.V., commented, "Because we can't hear, so studying our own language helps us communicate better." I explained that ASL is a language just like any other, and we preserve and study it through videotapes and ASL Gloss.. I compared the differences between English and ASL, showing a brief ASL video and how different it is from a transcription. ASL is a unique 3D language that uses hands and body movements. We discussed the clear distinctions between the two languages and how they shouldn't be mixed. Historically, sign language has been forced into the English structure instead of being accepted as its own entity. I showed videos with intense mouth movements to demonstrate the complexity of ASL. V.R. mentioned that "there is a range of intensity, like temperature, from average to highly intelligent signers". K.C. noticed that signs could have different mouthing to convey intensity and range. I briefly shared the history of ASL where Stokoe worked with two deaf graduates Dororthy C. Casterline and Carl G. Cronenberg

analyzing and publishing the grammar of ASL. I shared a video from ASL Connect that described how ASL is in fact recognized as a language. Following that, I explained the expectations and goals for the remainder of my curriculum instruction, aiming to cultivate them into linguists and ASL experts. I reinforced the fact that we will analyze and study ASL's grammar, and I provided a brief overview of the analytical skills that should be included (note-taking, facial expressions analysis, word order analysis, hand movement analysis, and video viewing skill) We practiced analyzing skills by discussing observations from two ASL videos. Unfortunately, we had to hold the lesson early due to time constraints. One of the activities we did was creating classroom rules for my curriculum. I emphasized that without rules, the activities or group discussions might not be effective because my curriculum requires a lot of talking. Therefore, we must create a safe space where we can learn, discuss, and do pair-up activities while respecting one another. The rules we came up with were:

1. No side conversations.
2. Pay attention.
3. Sit and listen when someone is talking.
4. Respect each other's opinions and perspectives.
5. Respect the teacher.
6. Don't talk back.
7. Participate.

This lesson was better than what I expected with my students participating actively and being willing to discuss. I asked them a lot of questions to make them think and participate. For instance, the lesson's title was "Why Do We Study Our Own Sign Language?" and I asked them

what it meant. They explained their understanding of that title. Every time we watched a video, I would ask them what they noticed and if they could explain what they just watched. By simulating their ability to be part of a group discussion with basic skills, I was able to elaborate on their comments.

Lesson #1 Why Do We Study Our Own Sign Language?: Session 2 - Friday April 21, 2023 (5 out of 7 students present)

On Friday, we continued where we left off on Thursday from session 1 reviewing the Powerpoint about what it means to be a sign linguist. I asked all the students to explain to the absent students what they missed from the topic "why do we study our own sign language". I observed that some students were able to provide a comprehensive summary of what they did , while others struggled and replied with "I don't know" or "I forgot." This made me realize that I need to review the topic again to ensure that all students understand what we will be covering for the next five weeks.

We wrapped up this lesson with an exit ticket - an ASL journal for the students to reflect on what they have learned. Some students were confused by the concept of ASL journaling and thought they were supposed to repeat what I said or what was on the PowerPoint. I explained that they could sign about anything they learned. If I had asked the students if they experienced writing an English diary or ever did an English journal in class, I could have made the connection with the same concept that an ASL journal is expressing freely what I thought or learned just in ASL instead of in English. I provided examples to help them. Some students were not comfortable signing in front of each other, so I provided private shields to help them feel more at ease. However, time ran out, and most of them were unable to finish. We will continue working on it on Monday.

Lesson #1 Why Do We Study Our Own Sign Language?: Session 3 – Monday April 24, 2023 (5 out of 7 students present)

Since the concept of doing an ASL journal was new, we continued working on finishing up the ASL journal as a group, but we faced some technical difficulties. As a solution, I asked the students to use Airdrop to send their journals directly to my iPhone, which is much easier than using Teams. Although it took some time for the students to finish, I encouraged them to take their time to express their thoughts. Some of them were still struggling, so I asked them what they learned from the videos we watched. After their explanation, I told them to include what they just said in their journal. I received various scores ranging from 1 to 4 in terms of comprehension.

Table 3: Lesson 1 Score Scale Comprehension

A.L.	2
A.B	3
S.V.	3
K. C.	2.5
L.V.	3
V.R.	3
X.A.	4

If I were to teach this lesson about becoming a sign linguist again to the same group of students, I would break the curriculum into mini-lessons, allowing more time to delve into important concepts. By spreading them out over 2-3 days, we can avoid rushing through the PowerPoint presentation due to time constraints. This approach will give students ample time to fully understand and absorb the content. I believe that this lesson is the most important part of my curriculum because it introduces a new concept of studying ASL's grammar to my students. The lesson helps students develop an understanding of what studying language looks like and what it takes to become a linguist and how students can enhance their analytical skills in their own language. It also prepares them for what to expect and to pay attention to details in the different video clips. I want my students to feel comfortable with this exciting lesson.

Upon reflection, I have come to the realization that incorporating mini-lessons on ASL journals would have greatly benefited the students. Since ASL journaling is a new concept for my students, I would like to give them gradual time to get used to it. By taking the time to go through and discuss everything, instead of looking at the clock and feeling the need to rush through the lesson, we would be able to ensure that they do not lose any important information. I want to ensure that they are transparent with this new learning experience rather than bombarding them with too much information in a short period of time. This will be my new mindset from now on.

ASL Journals: https://youtu.be/OagsDyW3M_M

Unit 1: Non-Manual Markers - Mouth Morphemes

Lesson #2 Introduction to Mouth Morphemes in ASL

Lesson Objective: Students will analyze the role of various ASL mouth morphemes and provide sign examples for each mouth morpheme in ASL.

Lesson #2 Mouth Morphemes in ASL: Session 1 - Wednesday April 26, 2023 (all students present)

During the lesson, I introduced the 10 mouth morphemes in ASL and the students provided me with numerous examples of signs that include mouth morphemes. However, two students provided examples of English-based mouthing. Despite this, it was a perfect example of translanguaging where students are using both English and ASL in the analysis of mouth morphemes. I explained to the students that the focus of mouth morphemes in ASL is to give and add more information to the sign rather than mouthing based on English word sound. I was thrilled to see that the students were highly engaged and enthusiastic about learning. This shows their day to day translanguaging skills. They actively participated in the discussions, which made the lesson more interactive and dynamic. I believe that one of the reasons for this was my emphasis on classroom rules and expectations, which helped to create a positive learning environment where everyone felt comfortable and respected. One of the highlights of the lesson was when the students provided examples of the mouth morphemes in ASL. It was impressive to see that some students even came up with examples that I hadn't thought of before. For instance, when I taught that "oo" means small, light, easy, and smooth, one of the students signed "shiny" using "oo." This was an excellent application of the concept and this shows me that by getting

students involved in the collection of data/examples is powerful shared analysis. This made me realize that there is so much more to these mouth morphemes than just their basic definitions.

If I were to teach this lesson again, I would adjust the definitions for the 10 mouth morphemes to incorporate the students' examples by adding them to the poster. I feel that this lesson is something I can continue to build upon over a longer period of time with new examples from my students. It was amazing to learn from them. We were able to finish covering all 10 mouth morphemes, and the following day we continued with a hands-on activity focusing on providing different examples on each 10 MM.
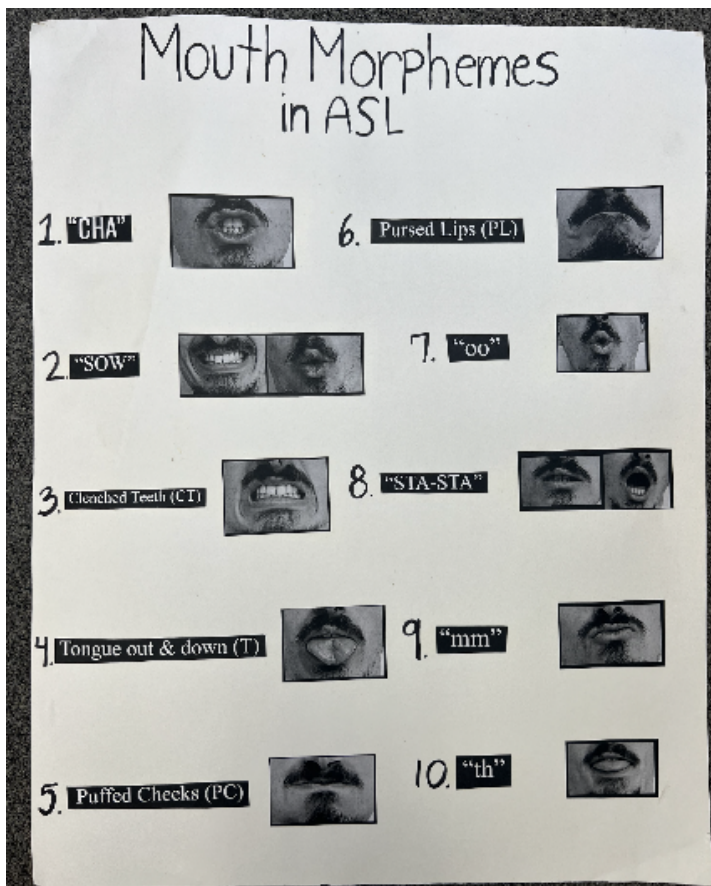
Figure 1: The 10 Mouth Morphemes in ASL

Lesson #2 Mouth Morphemes in ASL: Session 2 - Thursday April 27, 2023 (6 out of 7 students present)

The students were given the task to annotate two different videos, noting what they saw in terms of mouth morphemes on mini whiteboards. This activity gave them the opportunity to apply what they had just learned. This hands-on annotation was a great way to identify what students found. Many of them provided Each student then took a turn to sign aloud what they had observed in terms of mouth morphemes, but one of the students decided not to write anything at all, she said, "just like others say." I said, "I want to hear it from you." And she said, "I forgot." I pointed out in this situation the importance of annotations to prevent forgetting. I explained that even though they all watched the same videos, they might give me different answers. We proceeded to watch a second video, and this time all of the students did annotations and gave various observations. I emphasized how this discussion gave each other an opportunity to learn from one another.

Most of the students met the learning objectives because they were able to provide me with different examples of each MM and take annotations on the video clip they analyzed. They were also able to catch some MM in the video clip. After the activity, the students completed self-evaluation reflections and checked their comprehension. I encouraged them to finish today because their memory of what they learned was still fresh, rather than waiting until next Monday. I could see the range of understanding from their reflections in ASL. One student was not able to explicitly explain what she learned but was able to explain what mouth morphemes were by copying the chart paper. This student comes from a single hearing parent and is not fully fluent in expressing herself, although she can speak very well. Based on the students' performance on the self-evaluation, some of their answers showed a lack of critical thinking and understanding of

mouth morphemes. Therefore, I believe that a few students would greatly benefit from one-on-one instruction or very small group instruction, perhaps just with two students, in order to elicit more examples and help them stay focused. I will review the 10 MM once before starting each lesson in unit 1 to help refresh their memory, as repetition will help them understand better.

ASL Journals: https://youtu.be/RNntF-ZsAeA

Unit 1: Lesson #3 Aspect with Verb Inflection
Lesson Objective: Students will identify and interpret how verb mouth morphemes change meaning based on time, place, manner, frequency, and hand movement.

Lesson #3 Aspect with Verb Inflection: Session 1 - Monday May 1, 2023 (all students present)

To begin the lesson, I conducted a quick review of the 10 mouth morphemes. This is where I finally observed progress in the students, as they actively participated and provided accurate examples. It was evident that they were developing a better understanding of the concept of Mouth Morphemes in ASL. Next, I introduced the concept of aspect with verb inflection using videos and hand movements from ASLyes.com. The students shared their observations and explained the differences between signs with and without mouth morphemes.

Figure 2: Example of a statement without mouth morpheme and a statement with mouth morpheme by Garrett Bose (used with permission by Garrett Bose)

With the students, we then watched a series of videos demonstrating hand movements aligned with mouth morphemes, engaging in a discussion about them with and without mouth morphemes. I also provided a hand movement chart paper as a reference for the students to refer back to. This was a great lesson, students were engaged and identified the differences between when a sign is added and removed to be replaced with mouth morpheme.

During the lesson, I emphasized that not all verb signs have specific hand movements and that not all signs with the same mouth morpheme have the same hand movement. For example, the signs for "RUN" and "SIT" both use the "STA-STA" mouth morpheme but have different hand movements. I also gave several examples of similar hand movements with the same mouth morpheme.
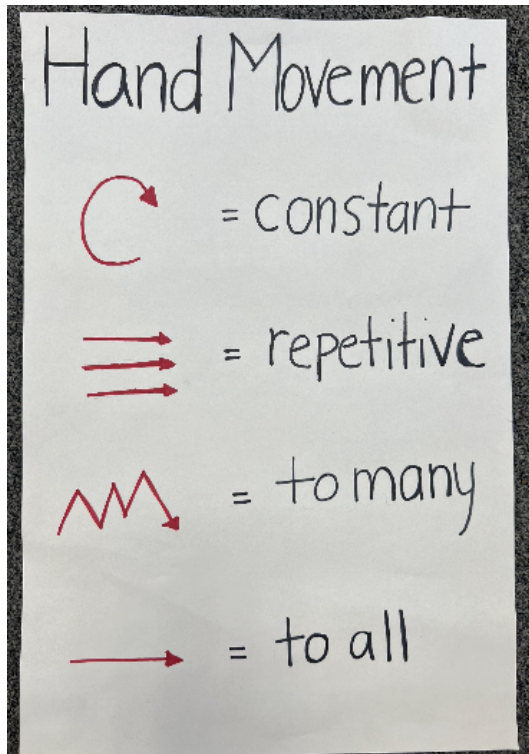
Figure 3: Hand Movement for ASL adverbs

Afterward, I asked the students to select the most appropriate mouth morphemes for two different pictures, each representing a different scenario—one depicting a challenging task and the other depicting studying all day long.

We discussed why a specific mouth morpheme matched each picture, encouraging the students to explain their reasoning. For instance, one picture showed a woman exhausted from studying all day, which aligns with the "STA-STA" mouth morpheme. Due to time constraints, we had to pause the lesson, and it will continue on the next day.

Lesson #3 Aspect with Verb Inflection: Session 2 - Tuesday May 2, 2023 (all students present)

The following day, we continued with the GIF practice activity related to identifying aspect and mouth morphemes. What went very well is that they engaged in extensive and in-depth discussions for each slide. My students provided numerous examples and explanations for why a particular mouth morpheme would be used.

For the first three slides, I demonstrated how I would analyze a picture to determine which of the 10 mouth morphemes would make sense. I carefully observed the actions depicted in the picture and signed aloud using each of the 10 mouth morphemes to see if any of them matched the context. For the remaining slides, I allowed the students to independently analyze the pictures using the mouth morpheme chart and hand movement chart. They had to determine which mouth morpheme was the most appropriate for each scenario. On the last four slides, I intentionally did not include pictures in order to challenge the students to think critically and explore the various possibilities for mouth morphemes. They had to rely solely on their understanding of the concept and their ability to make connections between the mouth morphemes and the given context. This exercise aimed to deepen their understanding and expand their thinking beyond the confines of specific images. The students were able to refer to the MM chart and sign aloud, demonstrating their understanding of whether the mouth morphemes made sense in the given context. They provided a variety of examples, showcasing their comprehension and application of the concept. However, I noticed that some students struggled with connecting the hand movement with the corresponding mouth morphemes L.V and K.C. need more practice identifying hand movements prior to looking for mouth morphemes. If I had more time to implement my curriculum, I would dedicate an entire lesson solely focused on hand

movement. This would allow them to further absorb the information and strengthen their understanding of the relationship between hand movements and mouth morphemes.

By the time we completed the slides, we realized that we didn't have enough time to do the ASL journal. I have come to a decision. I will add one more activity - video analysis for the next day to ensure that we have enough time for both the ASL journal and the additional activity. The lesson will be continued to cover the remaining tasks and provide a comprehensive learning experience.

Lesson #3 Aspect with Verb Inflection: Session 3 - Wednesday May 3, 2023 (all students present)

I made a last-minute decision to add a video analysis activity to the lesson because I felt that it was necessary to apply the skills they had learned. I found two engaging video clips that prominently featured many of the 10 MM on our list. I explained to the students that this activity would be hands-on, and they would watch the videos and take notes on what they observed, specifically noting any instances of the 10 MM. I emphasized that while we focused on these 10 MM, there are actually countless other mouth morphemes in ASL. However, due to the limited timeframe of our curriculum, I had to narrow it down to the top 10.

To demonstrate, I provided an example of how to take notes during the video clips. I explained the importance of writing down the ASL gloss to aid in remembering the signs and their relationship with the mouth morphemes. I reassured them that their notes didn't have to be perfect or neat, as this was a practice activity. The goal was to write down their understanding of the signs based on their interpretation of the mouth morphemes.

Table 4: ASL Gloss Note

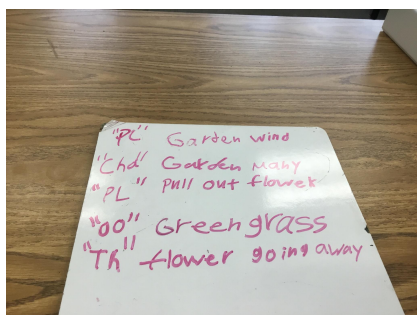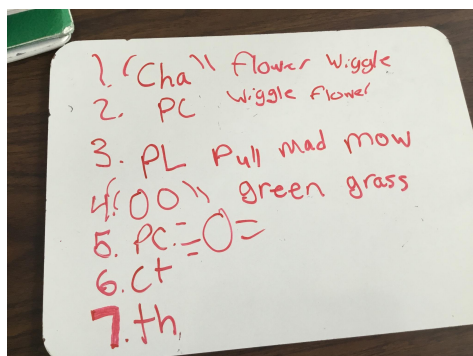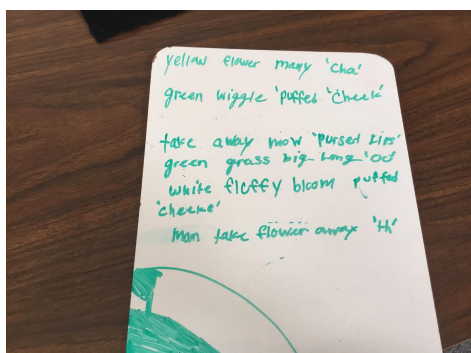| |
|---|
| YELLOW FLOWER MANY "CHA" |
| FLOWER WIGGLE "PC" |
| TAKE AWAY MOW "PL" |
| GREEN GRASS "OO" |
| FULLY FLOWER "PC" |
| GOING AWAY "TH" |
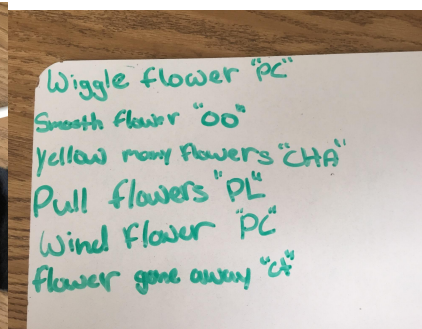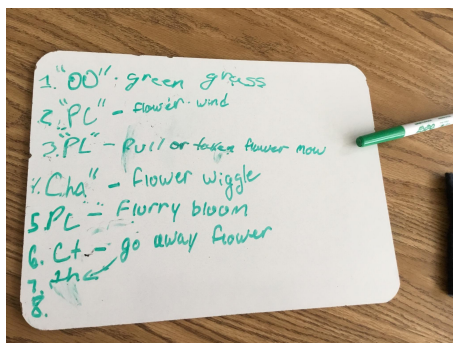
Figure 4: Lesson 3 Students Notes

I instructed them not to take notes during their first watch of the videos. The initial viewing was meant for them to learn and understand the content. We would analyze the mouth morphemes in relation to the signs on subsequent viewings. We watched the two videos, and the students diligently took notes. Afterwards, I gave them the opportunity to share and explain what they had written in their notes. It was delightful to see a range of observations and details in their notes, indicating that they had paid attention and had a solid understanding of the concepts. Then we proceeded to the ASL Journal, a self-reflection and evaluation activity. However, I noticed that there was a certain gap in its effectiveness. Students tended to forget what they had learned just two days prior, which hindered their ability to reflect accurately. Realizing this, I made the decision to make some changes to the activity.

In the last five minutes of the lesson, I would pause the instruction and approach each student individually, asking them a specific question related to the lesson. By addressing students one by one, in an orderly line, they would have the opportunity to answer the question and then leave. I believed that this adjustment would enhance the effectiveness of the reflection process and enable students to better retain and apply their knowledge. I received similar scores ranging from 1 to 4 in terms of comprehension.

Table 5: Lesson 3 Score Scale Comprehension

A.L.	3.5
A.B.	3
S.V	3
K. C.	3
L.V.	3
V.R.	3
X.A.	3

ASL Journals: https://youtu.be/omF7yT9doMw

Unit 1 - Lesson #4 Adjective Mouth Morphemes in ASL

Lesson Objective: Students will be able to identify and interpret how adjective mouth morphemes in ASL are used to convey changes in size, shape, appearance, emotions, and feelings.

Lesson #4 Adjective Mouth Morphemes in ASL: Session 1 - Thursday May 4, 2023 (all students present)

I first reviewed the 10 MM and then discussed what the students had learned over the past three days (verbs). Next, I connected this knowledge to the adjective lesson. Now, we will be shifting our focus to descriptive words that can replace the mouth morphemes. I provided clear and concise examples of appearance and emotion mouth morphemes videos alongside their

corresponding English sentences. After watching two videos, we engaged in a discussion comparing the use of mouth morphemes - with and without. I emphasized the importance of the English sentence structure, using the example "I CASUALLY RUN = I RUN WITH 'MM'."

Following the discussion, we moved on to a practice activity that involved using one word to describe two different pictures. This activity aimed to simulate the different mouthings that would be used to convey the nuances of the color red, such as bold and bright red versus very dark red. Unfortunately, due to time constraints, we had to pause the lesson and will continue it next week. To ensure the students' memories are refreshed after the long break week, I plan to review everything again.

Lesson #4 Adjective Mouth Morphemes in ASL: Session 2 - Monday May 15, 2023 (6 out of 7 students present)

We reviewed the beginning of the PowerPoint on adjective mouth morphemes to refresh their memories after the long break. We then proceeded to complete the practice activity, which involved comparing two different pictures to demonstrate varying degrees of description. For example, one picture showed a man lifting an extremely heavy weight of over 500 pounds, while the other picture showed a man lifting a small dumbbell. On the slide about chairs, different sizes of chairs were displayed, including a giant chair and a tiny kid's chair. During the discussion, K.C signed "SITTING" with the mouthing "STA-STA." I pointed out and explained the difference between "SIT" and "CHAIR," emphasizing that "SIT" is an action while "CHAIR" is a noun used to describe size. I further emphasized that our focus is on adjectives, which means using noun words to describe, while verbs represent actions and are signed with considerations like time, place, manner, frequency, and hand movement. I asked students to closely observe the

pictures associated with a given word and compare them using different scales of mouthing. On the "LARGE" slide, a lion and an elephant were shown. A.L. asked, "How? Both of them are large animals." I replied, "Yes, both of them are large animals for sure. But if you compare them, which one is larger? The elephant." I then asked what it would be for the lion, and they mouthed "mm." It is medium sized compared to the elephant. As time was running out, I paused the lesson and asked individuals what they had learned. Most of them responded that they had learned about comparing mouth morphemes in adjectives. However, a few of them provided very general answers. This made me reflect and decide to add video analysis to further engage them in applying their knowledge of mouth morphemes and taking notes based on their observations.

Lesson #4 Adjective Mouth Morphemes in ASL: Session 3 - Tuesday May 16, 2023 (All students present)

We start off with the video analysis activity (I added this last minute just to apply their knowledge in the work and help them to build up analytical skills for the final project for unit 2) I have the students pair up and work together and watch ASL story video tape on their ipad. I encouraged them to watch first for the first time to understand the context before taking annotations. I reviewed the ground rules on how they can successfully work together. They watched the video and took notes. I walked around and monitored the students' progress. Once they finished, I asked them to share their notes with their classmates. However, I had to pause the class due to a different schedule. They had swimming for P.E., so they had to leave for now. I planned to continue the lesson in the afternoon.

In the afternoon, they shared their notes. It was fascinating to see the variety of notes. We had a discussion about how the signer described the grass with "OO" and its meaning. The

students noticed that some mouth morphemes seemed to blend with other mouth morphemes that weren't included in the original list of 10, and I accepted their observations because it's a gray area rather than a black-and-white rule.

Next activity, we described objects in ASL using matching mouth morphemes. I asked them to tell me the list of different objects, and we discussed that objects are nouns and can be described in terms of size, texture, and appearance. I gave an example of my own. Then, they each picked an object and created a brief story describing it with the correct mouth morphemes. It was a successful activity, and the students were able to describe objects with appropriate mouth morphemes in their brief stories. I wrapped up the lesson with ASL journal reflections.
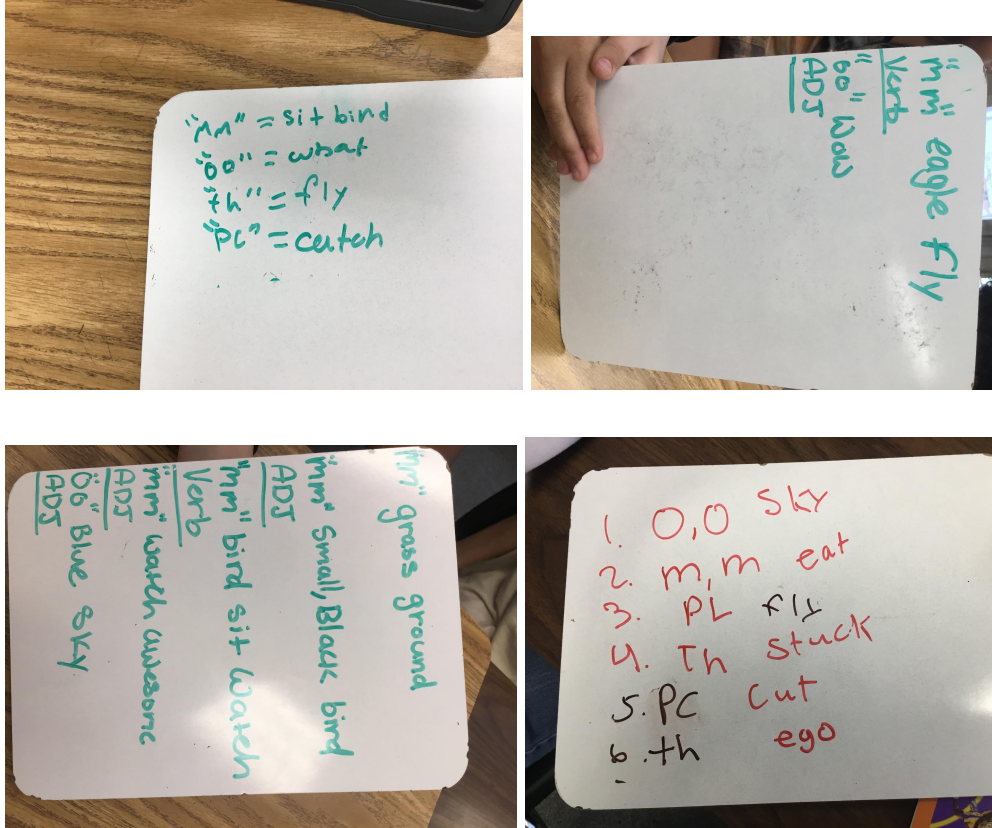
Figure 5: Lesson 4 Students Notes

Object Description Activity: https://youtu.be/UU3N7j-_e20

ASL Journals: https://youtu.be/xeQSTCLuGhE

Unit 1: Lesson #5 Mouth Morphemes Pictionary Project

Lesson Objective: Students will identify, define, and demonstrate all ten different ASL mouth morphemes, and explain the meaning and context of each mouth morpheme in ASL.

Lesson #5 Mouth Morphemes Pictionary Project: Session 1 - Wednesday May 17, 2023 (All students present)

I explained to the students that we have been learning about mouth morphemes in ASL for weeks, and now it's time to put their knowledge into action. I asked them to imagine themselves as teachers who need to explain mouth morphemes to people who don't know or understand them. Their task was to explain the meaning and provide examples for each of the 10 mouth morphemes on the list.

Before starting the activity, I needed to show them how to create and edit videos using iMovie. I used my laptop and AirPlay to demonstrate how to edit and add words on the video screen, as well as my expectations for their videos. The videos needed to include the full typed word of the mouth morpheme, spell it out, demonstrate its meaning, and provide examples. We practiced together as I walked them through the process. To help them prepare for their videos, I asked them to brainstorm their ideas on paper. I emphasized the importance of brainstorming and planning out what they were going to say in their videos. I handed out papers and showed them how I would make brainstorming notes. I assisted the students with their brainstorming throughout the whole session until time was up.

Lesson #5 Mouth Morphemes Pictionary Project: Session 2 - Thursday May 18, 2023 (6 out of 7 students present)

We continued with the brainstorming notes, and some students finished and began working on their video recordings. This was an individual and independent task, which gave me the opportunity to work one-on-one with two students, particularly L.V. I noticed that L.V. had been inconsistent with the tasks and seemed to struggle with the concept of mouth morphemes, although she was able to provide correct examples. It appeared that shyness was getting in her way, as she often said, "I don't know." I consistently encouraged her to avoid using that phrase

47

and instead encouraged her to think about how she would express herself in a real-time conversation. She was able to provide the right meaning and examples, but it was also inconsistent.

I sat next to her and assisted her with her brainstorming notes, which proved to be very helpful for her. Occasionally, I noticed her becoming daydreamy during my presentation, so the one-on-one support greatly benefited her. I was able to explain and emphasize the importance of explaining the meaning and providing examples. I decided to repeat my instructions to all the students to ensure they understood the task. I continued to support L.V. in completing her brainstorming notes. Time was up, and I hoped to finish the brainstorming notes by this Monday so that we could begin the video recording project. Some students had already started working on their videos.

Lesson #5 Mouth Morphemes Pictionary Project: Session 3 - Monday May 21, 2023 (6 out of 7 students present)

All students finished up their notes and are now working on their videos. Two students have already completed their videos and are currently working on their comic storyboards. It's great to see some students helping each other to speed up the process. They are demonstrating excellent teamwork. I was walking around to assist students if needed and encouraging them to stay focused on the task.

Lesson #5 Mouth Morphemes Pictionary Project: Session 4 - Tuesday May 23, 2023 (all students present)

Today is same as yesterday. What impressed me the most is A.B help a lot with K.C. with signing and how to say it. It shows me that A.B. is at 4 scale of comprehension of concept because she is able to help her peers. I am so amazed by it and see how much they have grown to learn the new concept of mouth morphemes and are able to deliver comprehensible information.

Students' works: https://youtu.be/2X_EghTqtq4

The student's notes for this project:

Top-left note:
1. "Cha" big house NJ's house (Cha
2. "Sow" Too cold (in mammoth s Sow
3. (CT) lose Luckily my cabin Ct in bed
4. (T) lazy my bother is T Lazy
5. PL serious my teacher Fale mast PL serious.
6. "OO" Cute Cat is (OO) cute
7. (PC) full I eat lots candy i full PC
8. "Sta Sta" work lots I work sta sta lots
9. m.mm average your cloth is average mm)
10. th. misake my walk misak th

Top-right note: (5/18/...)
1 Cha big cha house
2 "Sow" too cold
3 (CT) something sick "clenched teeth
4 (T) gross!
5 (PC) too full!
6 (PL) mad...
7 OO" too small!!!
8 "Sta Sta" too long!
9 "mm" hot or cool. fine...
10 "Th" yuck lazy dumard

Bottom-left note: (Austin)
1) "CHA" "Big Car" "Big Pencil"
2) "SOW" So cold
3) "CT" very close
4) "T" - Feel Walk
5) "PC" Full lousy
6) "PL" serious "Mad"
7) "OO" tiny bug tiny
8) "STA-STA"-forever "LONG Writing
9) "mm" - fine good work
10) "Th" Not Job / run Sloppy

Bottom-right note:
1. cha --> Big house
2. sow" --> Cold and hot
3. "CT" --> Too close
4. "T" --> Gck Triad
5. PC" --> I'm full
6. PL." --> serious
7. "OO" --> Cute short
8. "STA-STA" --> work Long
9. "mm" --> not bad
10. "th" --> Loudoy

Figure 6: Students Project Notes

Unit 2: Syntax

Lesson #6 Basic Sentence Structure in ASL: Mini lesson - Introduction to ASL Gloss
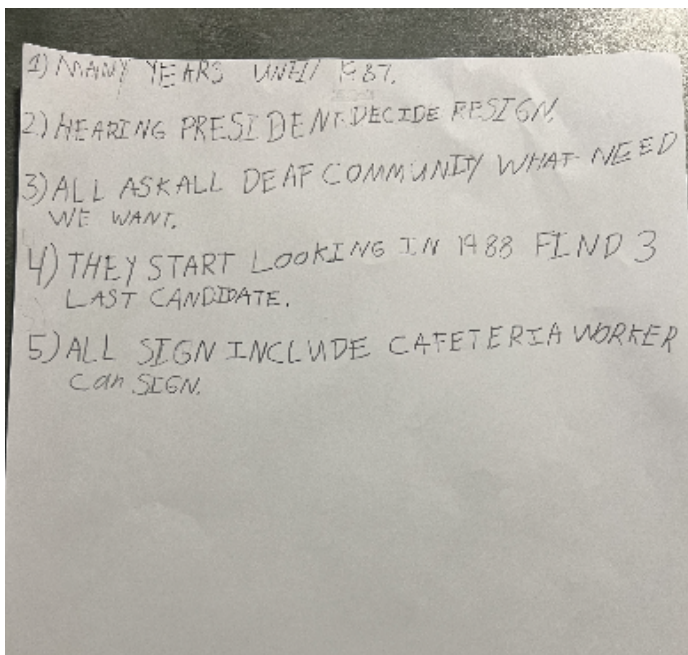
Lesson Objective: Students will provide different ASL orders using ASL gloss.

Lesson #6 Mini lesson: Introduction to ASL Gloss - Wednesday May 23, 2023 (6 out of 7 present)
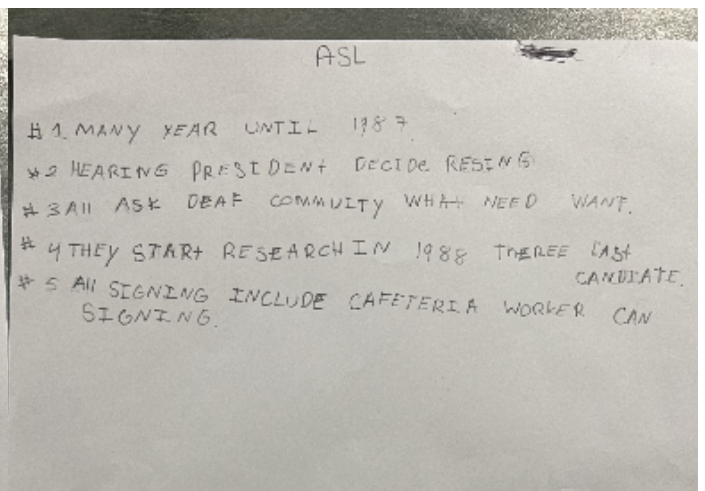
This is my mini lesson before introducing basic sentence structure in ASL. In order to analyze ASL's sentence structure, the students must know how to use ASL gloss to understand how ASL sentence structures are embedded in sentences, grammar, and word order. So, I first introduce the concept of ASL gloss through a brief film by a CODA (Child of Deaf Adults), explaining what it is and how important ASL gloss is in scripts. I edited the video to remove a small part where Troy signed "ASSHOLE" and added slow motion for my students so they can understand it clearly without having to work too hard to follow the fast-paced explanation. I like this video because it is highly visual and demonstrates how ASL gloss translates into ASL. It is a very educational and brief video.

Then I show an example of ASL gloss, using a video of me signing "ME EAT FINISH" with ASL gloss to help students connect both and differentiate them from English. After that, I show another video without ASL gloss. I hand out whiteboards and ask the students to write down the ASL gloss with the help of my assistant. I emphasize that the gloss must always be capitalized. S.V. wrote the ASL gloss with the mouth morpheme "STA-STA." Even though our focus was not specifically on mouth morphemes, I must commend her for noticing this detail that we have been learning about for weeks. It demonstrates her ability to analyze and understand

more complex aspects of ASL. I noticed that the students seemed to understand it, so I let them do more challenging work. I created five brief video clips from TEDx talks for the students to view on their iPads and write down the ASL gloss on paper. They asked for my help in spelling out certain signs, so I ended up writing some long vocabulary words on the whiteboard to save time and avoid repetition. Some students had trouble with capitalization, but when I pointed it out, they corrected it. Overall, it was a successful lesson, as the students were able to independently write down five ASL gloss sentences.

Figure 7: ASL Gloss Notes

Result of Evaluations

In the following section, evidence of student progress was evaluated to measure success of this curriculum. The goals of the curriculum were to:

1. Students will analyze the different functions of NMS and syntax through ASL video clips.
2. Students will view the English word order signing and interpret or translate them into appropriate NMS, syntax in ASL, and ASL gloss.
3. Students will identify and explain all parts of NMS and syntax in ASL.

Since I was only able to teach Unit 1, which focused on Mouth Morphemes in ASL, I will primarily focus on the NMS component. This section will provide evidence to evaluate the extent to which the goals of the curriculum were met.

1. Students will analyze the different functions of NMS in ASL video clips.

Over the course of the lessons, students have developed their analytical skills through practical application and have gained a deeper understanding of how NMS works in various contexts. Video tape analyses were consistently incorporated into each lesson to enhance their learning experience.

In Lesson 1, the students were introduced to the concept of analyzing the function of NMS. This was a new concept for them, allowing them to experience firsthand what it means to analyze the role of NMS.

In Lesson 2, after being introduced to the ten different mouth morphemes (MM), they watched videos that featured numerous examples of these MM. They actively observed and took note of the use of mouthings in different contexts. During the subsequent discussion, I closely observed their engagement and interaction. All students actively participated in the discussion, demonstrating their understanding and application of the concepts learned.

Lesson 3 focused on verb mouth morphemes. Following an interactive activity involving GIFs, the students watched a video clip and took detailed notes on the observed mouthings. We then discussed the role of these mouthings in signs, considering their purpose in describing, indicating intensity, or conveying manner or degree. Each student shared their observations and explanations. For instance, X.A. noted, "I observed that the sign for GRASS WIGGLE was accompanied by the 'oo' mouthing to describe the character and appearance of the grass as it wiggles due to the wind.

Lesson 4 was similar to Lesson 3, but with a focus on Adjective Mouth Morphemes. The students analyzed and discussed how a single mouth morpheme can convey different meanings. For example, the 'oo' mouthing can indicate smallness, cuteness, coolness, or softness. When used with the verb RUN, 'oo' signifies a light or easy run, while with the adjective SHORT, it conveys the meaning of a tiny or very small person. They watched a video, analyzed the use of mouthings, took notes, and shared their findings with their peers.

Based on the evidence presented, it is evident that students have made progress in their ability to analyze the different functions of NMS (Mouth Morphemes) through ASL video clips. Therefore, the goal of analyzing the different functions of NMS (Mouth Morphemes) through ASL video clips has been met.

2. *Students will view the English word order signing and interpret or translate them into appropriate NMM, syntax in ASL, and ASL gloss.*

The students have not yet met this goal as I was unable to complete the full Unit 2 of the curriculum. Therefore, I consider this goal as incomplete or not yet achieved. This particular goal is outlined in Unit 2, which unfortunately I was unable to cover with my students. Consequently, I am unable to provide a definitive assessment of whether this goal has been met or not.

3. *Students will identify and explain all parts of NMM in ASL.*

Their progress is documented in the analysis of students' ASL journals, wherein their abilities and growth are detailed. For instance, S.V. consistently exceeded expectations, offering in-depth explanations that emphasized the interconnectedness of mouth morphemes and signs. The comprehensive assessment of the Mouth Morphemes Pictionary Project further reinforces the accomplishment of this goal. Student performances were exceptionally commendable, with some independently handling all aspects of the project. However, challenges faced by a student underscore the importance of ongoing practice and exposure to NMM for mastery. Overall, the evidence presented showcases students' advancement in identifying, defining, and demonstrating ASL mouth morphemes, confirming the achievement of curriculum goal #3.

Table 6: Comprehensive Analysis of students' ASL Journal

ASL Journals	
Name of student	Comments
A.L.	He slowly grasped the basic concept of mouth morphemes and provided a few simple examples, which were repeated throughout the lessons.
A.B	She was absent frequently, but whenever she was present, she made an effort to explain what she had learned. She also demonstrated some critical thinking skills by providing analogy explanations.
S.V.	She consistently exceeds expectations by providing detailed explanations of what she has learned. She goes beyond a simple summary and delves into the depth of the topic. She also explains the relevance and importance of the connection between mouth morphemes and signs, emphasizing that they cannot be dissociated.
K. C.	She consistently puts forth her best effort in explaining what she has learned, often providing clear and simple explanations supported by relevant examples aligned with the concepts I have taught.
L.V.	She demonstrates the ability to repeat and recall the information I have taught, along with providing a few examples. However, she may struggle when it comes to explaining the concepts in-depth or providing a deeper understanding of what she has learned.
V.R.	She consistently exceeds expectations by providing detailed explanations of what she has learned. She goes beyond simply repeating the information and offers several

	different examples, elaborating on each of them. Additionally, she expresses her enjoyment of the lesson.
X.A.	She consistently provides clear explanations and effectively demonstrates how the mouth morphemes are used in signing. She emphasizes the importance of facial expressions in conveying meaning while signing.

Curriculum Performance Task: Pictionary Project Final outcomes

This goal is aligned with the final project of Unit 1, which is the Mouth Morphemes Pictionary Project. Students were tasked with creating a video where they teach what the 10 Mouth Morphemes (MM) look like and their meanings. This project aimed to assess their understanding of the 10 MM and their ability to effectively communicate their meanings. The link below provides access to the students' video works and the evaluation of their performances were completed using a rubric. The learning objective: Students will identify, define, and demonstrate all ten different ASL mouth morphemes, and explain the meaning and context of each mouth morpheme in ASL.

Students' works: https://youtu.be/2X_EghTqtq4 (Please note that by reviewing their videos, you will be able to assess how well they grasped the concepts and effectively conveyed the meanings of the 10 MM.)

Table 7: Mouth Morphemes Pictionary Project Rubric

	4	3	2	1	0
Comprehension	The student can accurately identify and define all the given mouth morphemes in ASL, and provide clear and appropriate examples for each. They are able to explain the function and significance of each mouth morpheme in ASL communication.	The student can accurately identify and define most of the given mouth morphemes in ASL, and provide appropriate examples for each. They are able to explain the function and significance of most mouth morphemes in ASL communication.	The student can accurately identify and define some of the given mouth morphemes in ASL, and provide basic examples for each. They are able to explain the function and significance of some mouth morphemes in ASL communication.	The student has difficulty identifying and defining the given mouth morphemes in ASL, and has limited or unclear examples for each. They have limited understanding of the function and significance of mouth morphemes in ASL communication.	The student is unable to identify or define the given mouth morphemes in ASL, and does not provide any examples. They have no understanding of the function and significance of mouth morphemes in ASL communication.
Information delivery	The student is signing clear and very understandable. The video camera is in the right position and neutral background.	The student is signing mostly clear and understandable. The video camera is in a good position and has a neutral background.	The student is signing somewhat clearly and is mostly understandable. The video camera may not be in the best position or have a neutral background.	The student is signing with poor clarity and is difficult to understand. The video camera is in a poor position and has a distracting or cluttered background.	The video quality is poor and does not allow for the student's signing to be seen. The camera may be pointing in the wrong direction or have a very distracting background.

Table 8: Mouth Morphemes Pictionary Project Scores for individual students and

Comments

Student	Score	Comments
A.L.	3	Unfinished and provided examples, but showed inconsistency in providing meanings.
A.B.	4	Unfinished and were able to provide clear meanings and examples.
S.V.	4	Completed the full video and were able to provide clear meanings and examples.
K.C.	N/A	Completed the full video, but unfortunately, it was lost due to a technical issue.
L.V.	3	Unfinished and required significant assistance in developing a script and signing.
V.R.	4	Completed the full video and were able to provide clear meanings and examples.
X.A.	4	Completed the full video and were able to provide clear meanings and examples.

Please note that K.C.'s score is listed as N/A (Not Applicable) since there was a technical issue that caused her to lose the video. My students performed exceptionally well on this project. All of them edited the videos by themselves. Three students surpassed my expectations by independently handling every aspect of the project. Another three students were able to complete the project with minimal support, such as developing notes for signing. However, one student faced challenges. The challenges were that she seemed to struggle to grasp the concept of the use of mouth morphemes. She is not exactly fluent in ASL, although she speaks very well. She was raised by a single hearing mother with whom she often communicates using her voice. Perhaps her exposure to mouth morphemes as meaningful units was limited, and therefore, more practice would have helped her identify the day-to-day mouth morphemes we constantly use in our conversations. She also required assistance in creating examples for each of the 10 Mouth Morphemes. I provided one-on-one support, sitting with her to guide and reinforce her efforts to complete the video. Based on the evidence presented, students are showing progress in their ability to identify and explain various aspects of NMS (Mouth Morphemes) in ASL. Therefore, the curriculum goal #3 of identifying and explaining all parts of NMS in ASL has been met.

During the Expressive Skill Test assessment at the beginning of the curriculum unit, I posed a question to the students before starting the assessment. The question I asked was, "Could you explain to me what ASL is?" Their responses varied significantly. Many of them struggled to answer the question, expressing uncertainty or needing time to think. It seemed like they were caught off guard by the question, possibly because it was the first time they had been asked such a question. However, I allowed them ample time to gather their thoughts and articulate their answers.

The same question was posed for the post assessment after the curriculum unit was over and I observed that there were no significant differences and only slight improvements in the pre and post-assessment responses of some students. While some students provided similar answers in both instances, there was one student who initially explained well but showed a slightly diminished response in the post-assessment. I wasn't entirely sure of the reasons behind this, but it's possible that end-of-year fatigue and a general disinterest in school influenced her performance. It could be a contributing factor to consider.

Table 9: "What is ASL" Rubric

|	Level Description
4	Accurately explains and provides multiple examples of ASL elements (mouth morphemes, eyebrows, movement, and Syntax) demonstrating a deep understanding of the language. Provides a detailed description of ASL, including its history, importance to the Deaf community, and how it is used to express.
3	Provides an explanation of ASL elements with one or two examples, demonstrating a basic understanding of the language. Provides a basic description of ASL, including its basic structure and use in communication.
2	Is able to identify some ASL elements but has difficulty providing accurate examples or explanations. Provides a limited description of ASL, lacking detail or accuracy.
1	Unable to accurately identify or explain ASL elements. Unable to provide a description of ASL.
Bonus	Mentions Deaf culture in a general way, showing some awareness of its importance to the Deaf community and its relationship to ASL.

Points scored
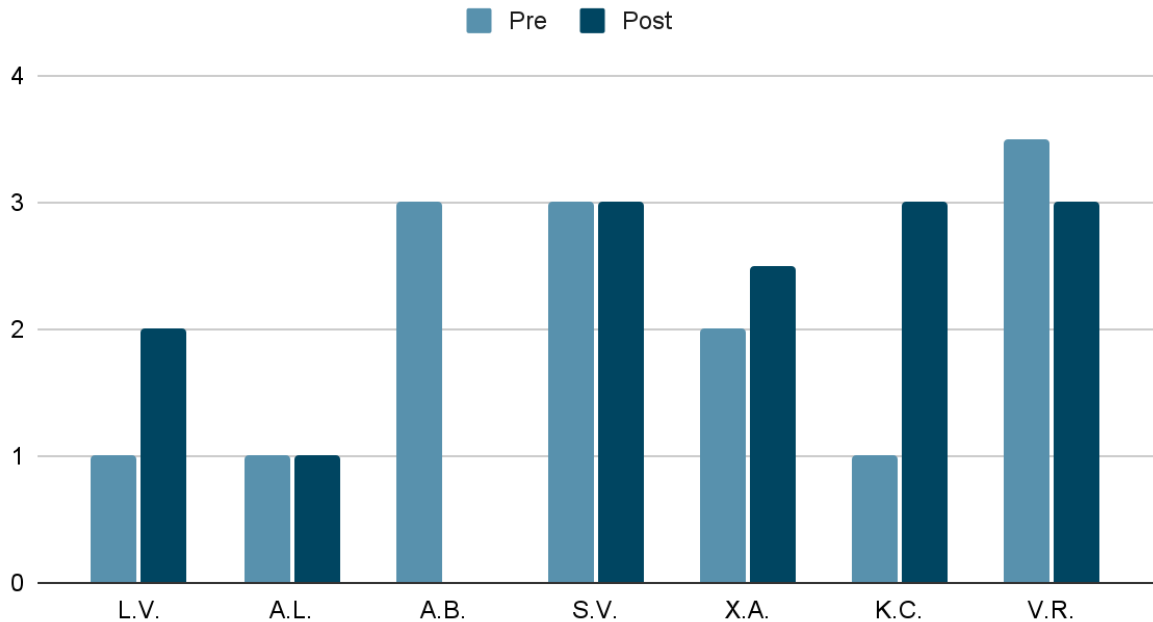
Figure 8: Pre and post assessment scores "What is ASL"

Table 10: Transcription of Students responses for What is ASL?

Student	(Pre) Comments	(Post) Comments
A.L.	I WILL SAY ASL MEAN LIKE DEAF SOMETHING DEAF SIGN. ASL MORE LIKE DEAF SIGN MORE HAND SIGN BETTER THAN HEARING TALKING MORE LIKE FACIAL EXPRESSION FINE SIGN. I NOT KNOW THEIR ASL DONT KNOW BUT TERRYLENE KNOW!	
A.B.	SIGN CONFIDENCE DEAF DON'T HAVE SAY "TO" "AND" JUST SIGN "AND" OFF SIGN THAT. ASL SIGN DEAF FACIAL EXPRESSION, BODY MOVEMENT HAND MOVEMENT, DEAF HAND AND	ASL MEAN ASL DO NOT NEED "TO" 'THE" JUST SIGN ABBREVIATE FACIAL EXPRESS MOVEMENT HANDS

	EYE HEARING HEAR AND MOUTH. ASL MORE LIKE FACIAL EXPRESSION.	
S.V.	ASL ISN'T LIKE ENGLISH SIGN CONFIDENCE	ASL MEAN SIGN AND FACE EXPRESSION EYE BROW EXRESSION, MEAN LIKE SIGNL
K.C.	AMERICA SIGN LANGUAGE THAT ASL MEANS LIKE SIGN FOR DEAF PEOPLE DEAF CANNOT HEAR THAT EYES MUST IMPORTANT THAT HEARING DIFFERENT HEAR HEARING DON'T NEED EYES "2" LOOK MUST AND SIGN MORE LIKE "HIGH SCHOOL" SIGN LIKE WORD ABCDEF THAT.	A MEANS AMERICA S SIGN L LANGUAGE SIGN LIKE HEARING SPEAK ENGLISH ASL ABBREVIATE LIKE CREATE ENGLISH SAY "THE CAT GO TO OUTSIDE" ASL "CAT GO OUTSIDE" ASL MORE FAST THAN HEARING TOO LONG SENTENCE AND MUST SAY WORDS LIKE CLASSROOM MUST C L A S S R O O M MEMORY ALL WORDS ASL JUST SIGN CLASS LIKE BABY TEACH CLASS WHY UNDERSTAND EASY PICK UP FAST THAN HEARINGG.
L.V.	ASL MEANS SIGN NOT ENLISH LIKE SENTENCE NOT SIGN FACIAL EXPRESSION	SIGN DEAF LIKE SIGN CONFIDENCE NOT SENTENCE ENLISH AND SIGN ABBREVIATE
V.R.	ASL MEANS LIKE THINK SIGN LIKE ABCD SAY HEARING SHOULD NOT TALK MUST SAY LIKE "THE GIRL GET BALL ASL THAT	ASL MEAN IF SIGN IF HEARING TALK DON'T KNOW WHAT SAY IF I AM HEARING WILL NOT UNDERSTAND CANNOT TALK DO SIGN FOLLOW SIGN MUST SIGN AND THAT MANY LIST. SIGN LIKE MOVEMENT AND DEEP MORE LIKE THAT. CAN SIGN AND FACIAL EXPRESSION SIGN BETTER AND SHAPE AND DANCE WITH SIGN.
X.A.	ASL MEANS SIGN LANGUAGE ASL MEANS LEARN SIGN	SIGN DEAF SIGN FOR YOU CAN'T SPEAK USE SIGN

To be honest, the overall results were not as I had hoped. Most of the students did not

mention NMS in their answers. In hindsight, I realized that I could have rephrased my question

to be more specific, such as asking, "What is ASL grammar?" instead of the broader question,

"What is ASL?" The general nature of the question might have led them to overthink or consider

various perspectives due to their language backgrounds. ASL, being a complex and profound

language, can evoke diverse interpretations. Thus, a more specific question focusing on ASL

grammar would have allowed them to provide more focused and precise answers.

Expressive Skill Test Assessment

I utilized the assessment tools and materials provided by Northern Signs Research, Inc in

2019 to evaluate the students' expressive skills. The assessment process involved the following

steps: first, the students watched a video, and then they were asked to retell the entire story from

beginning to end. Following that, they answered three questions pertaining to the story. For

scoring purposes, I utilized the score form developed by Northern Signs Research, Inc.

Below are the scores obtained by the students in both the pre-assessment and

post-assessment. These scores were then compiled to analyze the overall data and numerical

results.

A.B.

Pre-assessment   Post-assessment - Absent

Results in Percentiles	10%	25%	50%	75%	90%
ASL grammar			16		
Role Shift			3		
Questions					6
Narrative skill		12			
Total			37		

A.L. No change. This student remained stagnant in his pre and post assessment.

Pre-assessment   Post-assessment

Results in Percentiles	10%	25%	50%	75%	90%
ASL grammar				22	
Role Shift				4	
Questions		4			
Narrative skill				17	
Total				47	

Results in Percentiles	10%	25%	50%	75%	90%
ASL grammar				22	
Role Shift				4	
Questions		4			
Narrative skill				17	
Total				47	

X.A Decline in narrative skill a slight decline in ASL grammar.

Pre-assessment   Post-assessment

Results in Percentiles	10%	25%	50%	75%	90%
ASL grammar				19	
Role Shift				4	
Questions					6
Narrative skill				15	
Total				44	

Results in Percentiles	10%	25%	50%	75%	90%
ASL grammar			17		
Role Shift			3		
Questions					6
Narrative skill		13			
Total			39		

L.V. Great improvement in ASL grammar and role shifting.

Pre-assessment   Post-assessment

Results in Percentiles	10%	25%	50%	75%	90%
ASL grammar	6				
Role Shift		1			
Questions					6
Narrative skill	2				
Total	15				

Results in Percentiles	10%	25%	50%	75%	90%
ASL grammar		11			
Role Shift			3		
Questions					6
Narrative skill	8				
Total		26			

S.V. Great improvement in overalls.

Pre-assessment   Post-assessment

Results in Percentiles	10%	25%	50%	75%	90%
ASL grammar					24
Role Shift				4	
Questions					6
Narrative skill			15		
Total					49

Results in Percentiles	10%	25%	50%	75%	90%
ASL grammar				23	
Role Shift			5		
Questions					6
Narrative skill					18
Total					50

V.R. Great improvement in ASL grammar and role shifting.

Results in Percentiles	10%	25%	50%	75%	90%
ASL grammar				20	
Role Shift					6
Questions					6
Narrative skill		13			
Total				45	

Results in Percentiles	10%	25%	50%	75%	90%
ASL grammar					28
Role Shift				5	
Questions					6
Narrative skill		13			
Total					52

K.C. Great improvement in ASL grammar and role shifting.

Pre-assessment   Post-assessment

Results in Percentiles	10%	25%	50%	75%	90%
ASL grammar			15		
Role Shift				4	
Questions					6
Narrative skill		11			
Total			36		

Results in Percentiles	10%	25%	50%	75%	90%
ASL grammar			23		
Role Shift			3		
Questions					6
Narrative skill		11			
Total			43		

Figure 9: EST Pre and Post Scores

Table 11: Students' EST pre and post percentile results

Student	Pre-Assessment Percentile	Post-Assessment Percentile
A.L.	75%	50%
A.B.	50%	n/a
S.V.	90%	90%
K.C.	50%	50%
L.V.	10%	25%
V.R.	75%	90%
X.A.	75%	50%
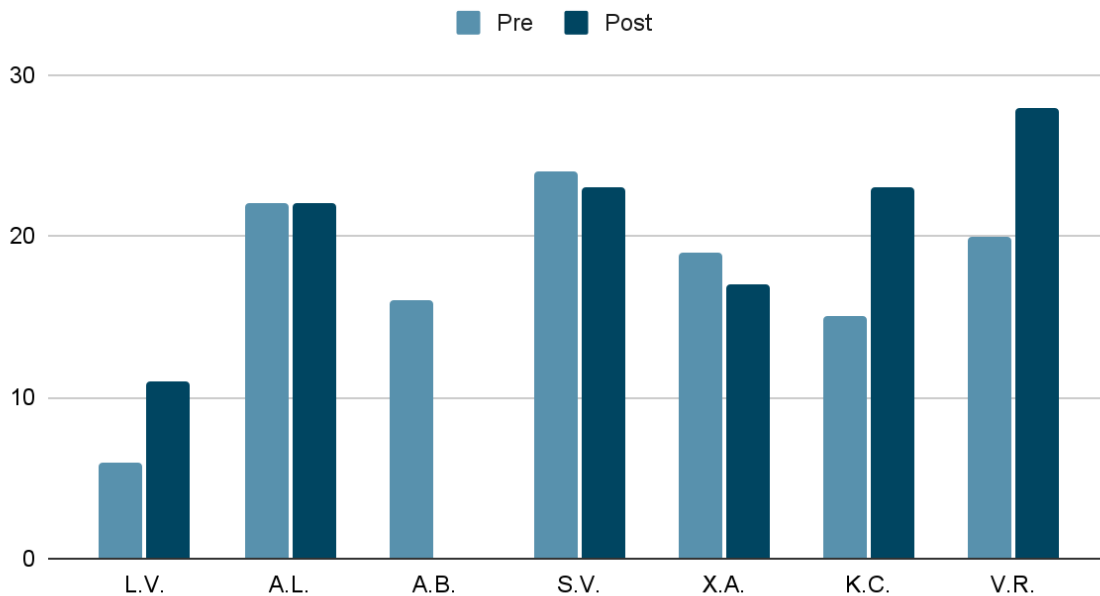
Figure 10: Students' EST pre and post results chart

Among the students, A.L.'s score decreased from the pre-assessment to the post-assessment, along with a drop in percentile rank. A.B. was absent during the post-assessment, so no score or percentile comparison is available. S.V. maintained the same score and percentile rank, both at a high level. K.C.'s score improved, but the percentile rank remained unchanged. L.V. demonstrated progress with an increased score and percentile rank. V.R. also showed improvement in both score and percentile rank. In contrast, X.A.'s score decreased, accompanied by a drop in percentile rank.

One important insight I gained from these assessments is that many of the students demonstrated a lack of proficiency in ASL grammar, particularly in the area of classifiers. This observation has highlighted the need for incorporating a dedicated unit focused on ASL classifiers into my curriculum in the future. By developing a specific unit on classifiers, I aim to provide targeted support and enhance the students' proficiency in this aspect of ASL grammar. This additional focus on classifiers will contribute to a more comprehensive and well-rounded understanding of ASL for the students.

Teaching this curriculum has led me to realize that it is most suitable for an ASL class rather than an English class. The content and focus of the curriculum are closely aligned with the development of ASL linguistic skills, rather than literacy skills in English. Recognizing this distinction, I understand that organizing students into groups based on their linguistic abilities would be more beneficial. By doing so, I can provide targeted support, modifications, and accommodations that cater to the specific needs of each group. Additionally, teaching students with similar linguistic skills allows for more tailored instruction and a more effective learning experience. This realization has shed light on the importance of aligning curriculum with the

appropriate context and ensuring that instructional strategies are suited to the unique requirements of each language.

Conclusion

This experience has provided me with the opportunity to design the ASL grammar curriculum that I have envisioned for a long time. Witnessing the growth of the students has been the most rewarding aspect of this experience. These students will always remember what they have learned during their 5th grade year, and I am grateful to have instilled new knowledge in them. I am excited to see what they will become in the future. My hope is that this curriculum will help them gain a deeper understanding and appreciation for ASL.

Throughout the process, I had the chance to see the curriculum unfold from beginning to end, allowing me to reflect on what I could do differently if I were to teach this curriculum again. However, the two-month timeframe was definitely not sufficient to cover two full units. I was only able to teach one unit, and even then, I felt that two months were not enough. I had to omit one lesson in unit 1, which I wish I could have taught if time permitted. The lesson focused on categorizing adjective and verb mouth morphemes.

Teaching 2-3 units would ideally require a year's worth of time. Incorporating mini lessons would be the most effective way to deliver the ASL Grammar Curriculum. This approach would involve less teacher talk and more engagement activities centered around specific topics, focusing on one topic at a time. I believe this would make a significant difference in the students' learning experience. Analyzing a language is an abstract and complex concept for elementary students to grasp. Therefore, it is crucial to expose them to the basic elements of analytical skills, regardless of the complexity. As they grow older, the concepts will become even more intricate.

By teaching them the fundamental ways to analyze ASL, I am introducing them to a valuable skill that can be applied in various academic contexts.

If this curriculum were to be implemented again, the growth and understanding demonstrated by the students reaffirm the need for teaching ASL grammar. It not only strengthens their native language but also enhances their English grammar by enabling them to differentiate between the two languages. This experience has opened my eyes to the importance of teaching ASL grammar to Deaf children, a crucial aspect that has been lacking in Deaf education in the United States today. I believe that my curriculum was successful in unlocking their new perspective on ASL as a distinct language. Witnessing their growth from the beginning to the end of the curriculum speaks volumes about its effectiveness.

This project has significantly contributed to my overall development as a bilingual teacher in Deaf and Hard of Hearing classrooms, allowing me to teach the differences between ASL and English grammar. The core of my curriculum is to help students acquire knowledge of ASL grammar, which in turn supports their English language skills. Creating this curriculum from scratch with limited resources has been a tremendous learning experience for me. I have had the opportunity to develop various skills and enhance my overall proficiency as a bilingual teacher through this process.

I am grateful for the chance to have embarked on this journey and for the growth it has brought both to the students and myself. It has reinforced the importance of ASL grammar instruction and has inspired me to continue developing innovative and impactful curricula for Deaf students.

References:

Barnum, M. (1984). In Support of Bilingual/Bicultural Education for Deaf Children. *American Annals of the Deaf*, *129*(5), 404–408. http://www.jstor.org/stable/44399522

Cummins, J. (1979, June). Linguistic Interdependence and the Educational Development of Bilingual Children. *Review of Educational Research*, *49*(2), 222–251. https://doi.org/10.3102/00346543049002222

Cummins, J. (2006). The relationship between American Sign Language proficiency and English academic development: A review of the research. *Resources for Mainstream Programs*. Retrieved from http://clerccenter.gallaudet.edu/Documents/Cummins_ASL-Eng.pdf

Esteban-Guitart, M., & Moll, L. C. (2014). Funds of Identity: A new concept based on the Funds of Knowledge approach. *Culture & Psychology*, *20*(1), 31–48. https://doi.org/10.1177/1354067X13515934

Grosjean, F. (2010). *Bilingual: Life and Reality*. Cambridge, MA and London, England: Harvard University Press. https://doi.org/10.4159/9780674056459

Harris, R. L. (2010). *A case study of extended discourse in an ASL/English bilingual preschool program* (Vol. 72, Issue 10). ProQuest Dissertations Publishing.

Hoffmeister, R., Henner, J., Caldwell-Harris, C., & Novogrodsky, R. (2021). Deaf Children's ASL Vocabulary and ASL Syntax Knowledge Supports English Knowledge. *Journal of Deaf Studies and Deaf Education*, *27*(1), 37–47. https://doi.org/10.1093/deafed/enab032

Hoffmeister, R., de Villiers, P., Engen, E., & Topol, D. (1997). English reading achievement and ASL skills in deaf students. Proceedings of the 21st annual Boston University conference on language development. Brookline, MA: Cascadilla Press

Hoffmeister, Robert & Caldwell-Harris, Catherine. (2014). Acquiring English as a second language via print: The task for deaf children. Cognition. 132. 229-242. 10.1016/j.cognition.2014.03.014.

Kearsley, Shneiderman. (1998). Engagement Theory: A Framework for Technology-Based Teaching and Learning. Educational Technology Publications, Inc. https://www.jstor.org/stable/44428478

K-12 ASL Content Standards. (2018). Laurent Clerc National Deaf Education Center.
https://aslstandards.org

Liddell, S. (1980). *American Sign Language Syntax*. Berlin, Boston: De Gruyter Mouton.
https://doi.org/10.1515/9783112418260

Malkowski, G.: 1995, 'Student-centred/deaf centred education: Empowering deaf people',
*Proceedings of the XII World Congress of the World Federation of the Deaf: Towards Human
Rights*, Vienna, Austria, July 6–15, 427–429.

Mason, D., & Ewoldt, C. (1996). Whole Language and Deaf Bilingual-Bicultural Education —
Naturally. *American Annals of the Deaf (Washington, D.C. 1886)*, *141*(4), 293–298.
https://doi.org/10.1353/aad.2012.0383

Mcleod, S. (2022, May 05). *Vygotsky's Sociocultural Theory of Cognitive Development*. Simply
Psychology. www.simplypsychology.org/vygotsky.html

Mitchell, Ross & Karchmer, Michael. (2004). Chasing the Mythical Ten Percent: Parental
Hearing Status of Deaf and Hard of Hearing Students in the United States. Sign Language
Studies. 4. 138-163. 10.1353/sls.2004.0005.

Padden, C., & Humphries, T. (2005). Introduction: The Lens of Culture. In *Inside Deaf Culture*
(pp. 1–10). Harvard University Press. https://doi.org/10.2307/j.ctvjz83v3.3

Quer, J., Steinbach, M. Handling Sign Language Data: The Impact of Modality. Front Psychol.
2019 Mar 12;10:483. doi: 10.3389/fpsyg.2019.00483. PMID: 30914998; PMCID: PMC6423168.

Smith, D., Ramsey, C. (2004). Classroom Discourse Practices of a Deaf Teacher Using American
Sign Language https://doi.org/10.1353/sls.2004.0026

Scott, Jessica & Hoffmeister, Robert. (2017). American Sign Language and Academic English:
Factors Influencing the Reading of Bilingual Secondary School Deaf and Hard of Hearing
Students Downloaded from. Journal of Deaf Studies and Deaf Education. 27. 1-13.
10.1093/deafed/enw065.

Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*.
Cambridge, MA: Harvard University Press.

Unit 1
Introduction to ASL Grammar Curriculum: Lesson #1 Why do we study our own sign language?

Student Jarita Bustamante	**Cooperating Teacher** Susan Stewart
Lesson Title Why do we study our own sign language? **Lesson Area** BGC and Writing	
Course	**School Site** CSDR
Date Submitted	**Grade Levels** 5th grade
Date for Implementation	**Description of Group** DHH Bilingual

Goal:

- CCSS.ELA-LITERACY.L.5.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- CCSS.ELA-LITERACY.RI.5.4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

ASL Content Standard

- Students will demonstrate an understanding of the nature of language through comparisons of American Sign Language (ASL) and English.

- Students will analyze the structure and function of language through comparisons of American Sign Language (ASL) and English.

Objective:

Student will

a) identify differences between English and ASL by comparing and contrasting a linear versus spatial language;
b) explore what it means to become a sign linguist;

c) engage in practicing note-taking to record observations related to ASL grammar, as demonstrated in a video clip.

Formative Assessment:

Exit Ticket: Students will rate their comprehension of the concept on a scale of 1 to 5, and provide a brief explanation if they struggled (e.g. overwhelmed, insufficient examples).

Teacher observation: monitor students' engagement, interaction, and demonstration in response to inquiry prompts, and their ability to compare and contrast concepts between English and ASL and their note-taking comments in ASL.

Materials/preparation

-White board
-LCD
-Powerpoint (Why do we study our own sign language?)
-Dry erase markers
-Mini whiteboard
-1-5 Check-In Comprehension Chart

Big hard paper chart on the wall - I will write it down after the lesson for the classroom rules

The Lesson: https://youtu.be/cUd7RUYqWMk

PowerPoint: Why do we study our own sign language?

1. Introduction
2. ASL vs English (spatial versus linear language) What's the difference?
3. Brief ASL History
4. What linguists do?
5. Compare and Contrast Practice
6. Note-taking practice and share (2 videos)
7. Create classroom rules

8. Exit Ticket: ASL Journal (Self-evaluation)

Modifications:

For students with ADHD, it's helpful to incorporate hands-on activities and reduce teacher talk. Allowing students to take an active role in running activities can also increase engagement.

Visual support: using appropriate colors, minimizing distractions, and using larger font sizes and images can be helpful for students with visual concerns. Teachers can also reduce distractions by staying in one position while teaching.

Allowing the use of fidget toys or other sensory tools to help students stay focused

Offering extended time on assignments or tests for students who need extra time to process information

Unit 1
Lesson Plan #2 Introduction to Mouth Morphemes

Student Jarita Bustamante	**Cooperating Teacher** Susan Stewart
Lesson Title Introduction to Mouth Morphemes	**Lesson Area** BGC and Writing
Course	**School Site** CSDR
Date Submitted	**Grade Levels** 5th grade
Date for Implementation	**Description of Group** DHH Bilingual

Goal:

- ELA-Literacy.SL.5.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

ASL Content Standard

- Student will analyze and interpret the use of non-manual signals and variations in ASL discourse, such as facial expressions, eye gaze, and body movements to convey meaning and enhance language use.

- Student will apply knowledge of language to understand how language functions in different contexts.

Objective:

Student will analyze the role of various ASL mouth morphemes and provide sign examples for each mouth morpheme in ASL.

Formative Assessment:

Exit Ticket: Students will rate their comprehension of the concept on a scale of 1 to 5, and provide a brief explanation if they struggled (e.g. overwhelmed, insufficient examples).

Teacher observation: monitor students' engagement, interaction, and demonstration - provide an new example of each mouth morphemes in ASL.

Materials/preparation:
-White board
-LCD
-Powerpoint (Introduction to Mouth Morphemes)

1. "oo" / small, short, light
2. "mm" or Puckered up lips / regular, average, ordinary, medium-sized, comfortable
3. "CHA" / big (height, length, size)
4. "TH" / clumsy, lousy
5. Puffed Cheeks / very fat, very full, many
6. Clenched teeth / very nearby, right there, very recently, intense
7. Tongue out & down / not-yet, ugh, accident, feel lousy/awful, exaggerate, ego
8. "STA-STA" / struggle, long process
9. Pursed lips / work hard, read carefully, sorry, hearing person, preserve, secret
10. SOW / very long time, very cold, very tired

The Lesson: https://youtu.be/nWsb7nIDlDE

PowerPoint: Mouth Morphemes

1. Introduction: What is a mouth morpheme? Ask the students what they know about mouth morphemes, specifically in ASL.
2. Show two videos that illustrate the importance and role of mouth morphemes and the different types of mouth morphemes used in the world.

3. Introduce and come up with examples of each of the 10 mouth morphemes.
4. Activity #1: Have students to figure out a phrase's meaning - using one sign with a mouth morpheme.
5. Activity #2: Do a mini video analysis of ASL story and identify the mouth morphemes used by the signers.
6. Exit Ticket: ASL Journal

Modifications:

-For students with ADHD, it's helpful to incorporate hands-on activities and reduce teacher talk. Allowing students to take an active role in running activities can also increase engagement.

-Visual support: using appropriate colors, minimizing distractions, and using larger font sizes and images can be helpful for students with visual concerns. Teachers can also reduce distractions by staying in one position while teaching.

-Allowing the use of fidget toys or other sensory tools to help students stay focused

-Offering extended time on assignments or tests for students who need extra time to process information

-A teacher's aide can provide extra support one-on-one to students who need it, or they can sit next to a student to remind him/her to pay attention to the teacher or participate in activities.

-Check-in for comprehension by asking students if they are following the lesson or activity. Ask questions such as 'Can you tell me what it is?', 'Do you need more explanation?', 'What does it mean?', or 'What is the sign for that?

Unit 1
Lesson # 3 Aspect With Verb Inflection

Student Jarita Bustamante   **Cooperating Teacher** Susan Stewart
Lesson Title Aspect With Verb Inflection   **Lesson Area** BGC and Writing
Course   **School Site** CSDR
Date Submitted   **Grade Levels** 5th grade
Date for Implementation   **Description of Group** DHH Bilingual

Goal:

- CCSS.ELA-LITERACY.RI.5.4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

ASL Content Standard

- Apply knowledge of language to understand how language functions in different contexts

- Analyze and interpret the use of non-manual signals and variations in ASL discourse, such as facial expressions, eye gaze, and body movements to convey meaning and enhance language use.

Objective:

Students will identify and interpret how verb mouth morphemes change meaning based on time, place, manner, frequency, and hand movement.

Formative Assessment:

Exit Ticket: Students will rate their comprehension of the concept on a scale of 1 to 5, and provide a brief explanation if they struggled (e.g. overwhelmed, insufficient examples).

Teacher observation: monitor students' engagement, interaction, and demonstration accurately mouthing and sign interpreting based on the given picture and explaining what it includes (hand movement)

Formative Assessment:

Students will analyze the ASL story video tape, take notes on the verb mouth morphemes included in the video, and share their findings with their peers.

Materials/preparation:

-White board
-LCD
-PowerPoint (Aspect With Verb Inflection)
-Dry erase markers
-Ipad
-Mouth morphemes chart will be posted on the wall for all students to see and refer back to.
-Hand movement chart

Modified Verbs:
STUDY
DANCE
COOK
WORK
WRITE

WALK
SIT
EAT
PLAY
THINK

The Lesson: https://youtu.be/08JqkbBdQ04

PowerPoint:Aspect With Verb Inflection

1. Introduction
2. Review Verb Meaning
3. Show two videos
4. Activity #1 - 6 action verb with pictures
5. Activity #2 - 4 action verb without pictures (To challenge)
6. Videotape analysis on verb MM - individual
7. Exit Ticket

Modifications

-For students with ADHD, it's helpful to incorporate hands-on activities and reduce teacher talk. Allowing students to take an active role in running activities can also increase engagement.

-Visual support: using appropriate colors, minimizing distractions, and using larger font sizes and images can be helpful for students with visual concerns. Teachers can also reduce distractions by staying in one position while teaching.

-Allowing the use of fidget toys or other sensory tools to help students stay focused

-Offering extended time on assignments or tests for students who need extra time to process information

-A teacher's aide can provide extra support one-on-one to students who need it, or they can sit next to a student to remind him/her to pay attention to the teacher or participate in activities.

-Check-in for comprehension by asking students if they are following the lesson or activity. Ask questions such as 'Can you tell me what it is?', 'Do you need more explanation?', 'What does it mean?', or 'What is the sign for that?

Unit 1
Lesson # 4 Adjective Mouth Morphemes

Student Jarita Bustamante   **Cooperating Teacher** Susan Stewart
Lesson Title Adjective Mouth Morphemes **Lesson Area** BGC and Writing
Course   **School Site** CSDR
Date Submitted   **Grade Levels** 5th grade
Date for Implementation   **Description of Group** DHH Bilingual

Goal:

- CCSS.ELA-LITERACY.RI.5.4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

ASL Content Standard

- Apply knowledge of language to understand how language functions in different contexts

- Analyze and interpret the use of non-manual signals and variations in ASL discourse, such as facial expressions, eye gaze, and body movements to convey meaning and enhance language use.

Objective:

Students will be able to identify and interpret how adjective mouth morphemes in ASL are used to convey changes in size, shape, appearance, emotions, and feelings.

Formative Assessment:

Exit Ticket: Students will rate their comprehension of the concept on a scale of 1 to 5, and provide a brief explanation if they struggled (e.g. overwhelmed, insufficient examples).

Teacher observation: monitor students' engagement, interaction, and demonstration - make a brief story (less than 30 seconds) about an object and describe it in the story with correct mouth morphemes on ipad.

Summative Assessment:

Students will analyze the ASL story video tape, take notes on the adjective mouth morphemes included in the video, pair up, and share their findings with their peers.

Materials/preparation:

-White board
-LCD
-PowerPoint (Adjective Mouth Morphemes)
-Dry erase markers
-Mini whiteboard

-Mouth Morphemes Chart

Adjectives:
RAINY
STRONG
SMART
CHAIR
MAD
RED
YOUNG
LARGE

Objects (to describe it):
JACKET
BOOK
CUP
PURSE/BAG
PAINT BRUSH
BOWL
BALL
BACKPACK
TV

The Lesson: https://youtu.be/g4-rqi9vhgg

PowerPoint: <u>Adjective Mouth Morphemes</u>

1. Introduction: Adjective Mouth Morphemes in ASL.
2. Review the meanings of Adjectives.
3. Show a video on appearance Mouth Morphemes and have a discussion about it.
4. Show a video on emotion Mouth Morphemes and have a discussion about it.
5. Practice with 7 slides of various pictures to describe and add more information to Noun words.
6. Videotape analysis on Adj MM - pair up
7. Pick one object and describe it in ASL with a brief sentence or story, then send it to me via iPad.

8. Exit Ticket: ASL Journal.

Modifications

-For students with ADHD, it's helpful to incorporate hands-on activities and reduce teacher talk. Allowing students to take an active role in running activities can also increase engagement.

-Visual support: using appropriate colors, minimizing distractions, and using larger font sizes and images can be helpful for students with visual concerns. Teachers can also reduce distractions by staying in one position while teaching.

-Allowing the use of fidget toys or other sensory tools to help students stay focused

-Offering extended time on assignments or tests for students who need extra time to process information

-A teacher's aide can provide extra support one-on-one to students who need it, or they can sit next to a student to remind him/her to pay attention to the teacher or participate in activities.

-Check-in for comprehension by asking students if they are following the lesson or activity. Ask questions such as 'Can you tell me what it is?', 'Do you need more explanation?', 'What does it mean?', or 'What is the sign for that?

Unit 1
Lesson #5 Mouth Morphemes Pictionary Project

Student Jarita Bustamante	**Cooperating Teacher** Susan Stewart
Lesson Title Mouth Morpheme Pictionary Project	**Lesson Area** BGC and Writing
Course	**School Site** CSDR
Date Submitted	**Grade Levels** 5th grade
Date for Implementation	**Description of Group** DHH Bilingual

Goal:

-   CCSS.ELA-LITERACY.L.5.1: demonstrate command of the conventions of standard English grammar and usage when writing or signing.

ASL Content Standard

-   Students will apply knowledge of language to understand how language functions in different contexts.

Objective:

Students will identify, define, and demonstrate all ten different ASL mouth morphemes, and explain the meaning and context of each mouth morpheme in ASL.

Summative Assessment

With ten images of mouth morphemes provided, evidence of understanding will be demonstrated through performances in ASL, and the signing of each mouth morpheme will be evaluated as evidence of comprehension.

1. "oo" / small, short, light
2. "mm" or Puckered up lips / regular, average, ordinary, medium-sized, comfortable
3. "CHA" / big (height, length, size)
4. "TH" / clumsy, lousy
5. Puffed Cheeks / very fat, very full, many
6. Clenched teeth / very nearby, right there, very recently, intense
7. Tongue out & down / not-yet, ugh, accident, feel lousy/awful, exaggerate, ego
8. "STA-STA" / struggle, long process
9. Pursed lips / work hard, read carefully, sorry, hearing person, preserve, secret
10. SOW / very long time, very cold, very tired

Materials/preparation:

-LCD
-Whiteboard
-Jarita's MM pictionary sample
-Ipad or computer
-GoReact
-Mouth Morphemes Chart

The Lesson: https://youtu.be/oef0YRAg5O8

This is an independent work.

Rubric Assessments

Modifications

-For students with ADHD, it's helpful to incorporate hands-on activities and reduce teacher talk. Allowing students to take an active role in running activities can also increase engagement.

-Visual support: using appropriate colors, minimizing distractions, and using larger font sizes and images can be helpful for students with visual concerns. Teachers can also reduce distractions by staying in one position while teaching.

-Allowing the use of fidget toys or other sensory tools to help students stay focused

-Offering extended time on assignments or tests for students who need extra time to process information

-A teacher's aide can provide extra support one-on-one to students who need it, or they can sit next to a student to remind him/her to pay attention to the teacher or participate in activities.

-Check-in for comprehension by asking students if they are following the lesson or activity. Ask questions such as 'Can you tell me what it is?', 'Do you need more explanation?', 'What does it mean?', or 'What is the sign for that?

Unit 1
Introduction to ASL Grammar Curriculum: Lesson #1 Why do we study our own sign language?

Student Jarita Bustamante	**Cooperating Teacher** Susan Stewart
Lesson Title Why do we study our own sign language?	**Lesson Area** BGC and Writing
Course	**School Site** CSDR
Date Submitted	**Grade Levels** 5th grade
Date for Implementation	**Description of Group** DHH Bilingual

Goal:

- CCSS.ELA-LITERACY.L.5.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- CCSS.ELA-LITERACY.RI.5.4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

ASL Content Standard

- Students will demonstrate an understanding of the nature of language through comparisons of American Sign Language (ASL) and English.

- Students will analyze the structure and function of language through comparisons of American Sign Language (ASL) and English.

Objective:

Student will

a) identify differences between English and ASL by comparing and contrasting a linear versus spatial language;
b) explore what it means to become a sign linguist;
c) engage in practicing note-taking to record observations related to ASL grammar, as demonstrated in a video clip.

Formative Assessment:

Exit Ticket: Students will rate their comprehension of the concept on a scale of 1 to 5, and provide a brief explanation if they struggled (e.g. overwhelmed, insufficient examples).

Teacher observation: monitor students' engagement, interaction, and demonstration in response to inquiry prompts, and their ability to compare and contrast concepts between English and ASL and their note-taking comments in ASL.

Materials/preparation

-White board
-LCD
-Powerpoint (Why do we study our own sign language?)
-Dry erase markers
-Mini whiteboard
-1-5 Check-In Comprehension Chart

Big hard paper chart on the wall - I will write it down after the lesson for the classroom rules

---

The Lesson: https://youtu.be/cUd7RUYqWMk

PowerPoint: <u>Why do we study our own sign language?</u>

1. Introduction
2. ASL vs English (spatial versus linear language) What's the difference?
3. Brief ASL History
4. What linguists do?
5. Compare and Contrast Practice
6. Note-taking practice and share (2 videos)
7. Create classroom rules

8. Exit Ticket: ASL Journal (Self-evaluation)

Modifications:

For students with ADHD, it's helpful to incorporate hands-on activities and reduce teacher talk. Allowing students to take an active role in running activities can also increase engagement.

Visual support: using appropriate colors, minimizing distractions, and using larger font sizes and images can be helpful for students with visual concerns. Teachers can also reduce distractions by staying in one position while teaching.

Allowing the use of fidget toys or other sensory tools to help students stay focused

Offering extended time on assignments or tests for students who need extra time to process information

Unit 1
Lesson Plan #2 Introduction to Mouth Morphemes

Student Jarita Bustamante	**Cooperating Teacher** Susan Stewart
Lesson Title Introduction to Mouth Morphemes	**Lesson Area** BGC and Writing
Course	**School Site** CSDR
Date Submitted	**Grade Levels** 5th grade
Date for Implementation	**Description of Group** DHH Bilingual

Goal:

- ELA-Literacy.SL.5.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

ASL Content Standard

- Student will analyze and interpret the use of non-manual signals and variations in ASL discourse, such as facial expressions, eye gaze, and body movements to convey meaning and enhance language use.

- Student will apply knowledge of language to understand how language functions in different contexts.

Objective:

Student will analyze the role of various ASL mouth morphemes and provide sign examples for each mouth morpheme in ASL.

Formative Assessment:

Exit Ticket: Students will rate their comprehension of the concept on a scale of 1 to 5, and provide a brief explanation if they struggled (e.g. overwhelmed, insufficient examples).

Teacher observation: monitor students' engagement, interaction, and demonstration - provide an new example of each mouth morphemes in ASL.

Materials/preparation:
-White board
-LCD
-Powerpoint (Introduction to Mouth Morphemes)

1. "oo" / small, short, light
2. "mm" or Puckered up lips / regular, average, ordinary, medium-sized, comfortable
3. "CHA" / big (height, length, size)
4. "TH" / clumsy, lousy
5. Puffed Cheeks / very fat, very full, many
6. Clenched teeth / very nearby, right there, very recently, intense
7. Tongue out & down / not-yet, ugh, accident, feel lousy/awful, exaggerate, ego
8. "STA-STA" / struggle, long process
9. Pursed lips / work hard, read carefully, sorry, hearing person, preserve, secret
10. SOW / very long time, very cold, very tired

The Lesson: https://youtu.be/nWsb7nIDlDE

PowerPoint: Mouth Morphemes

1. Introduction: What is a mouth morpheme? Ask the students what they know about mouth morphemes, specifically in ASL.

2. Show two videos that illustrate the importance and role of mouth morphemes and the different types of mouth morphemes used in the world.
3. Introduce and come up with examples of each of the 10 mouth morphemes.
4. Activity #1: Have students to figure out a phrase's meaning - using one sign with a mouth morpheme.
5. Activity #2: Do a mini video analysis of ASL story and identify the mouth morphemes used by the signers.
6. Exit Ticket: ASL Journal

Modifications:

-For students with ADHD, it's helpful to incorporate hands-on activities and reduce teacher talk. Allowing students to take an active role in running activities can also increase engagement.

-Visual support: using appropriate colors, minimizing distractions, and using larger font sizes and images can be helpful for students with visual concerns. Teachers can also reduce distractions by staying in one position while teaching.

-Allowing the use of fidget toys or other sensory tools to help students stay focused

-Offering extended time on assignments or tests for students who need extra time to process information

-A teacher's aide can provide extra support one-on-one to students who need it, or they can sit next to a student to remind him/her to pay attention to the teacher or participate in activities.

-Check-in for comprehension by asking students if they are following the lesson or activity. Ask questions such as 'Can you tell me what it is?', 'Do you need more explanation?', 'What does it mean?', or 'What is the sign for that?

Unit 1
Lesson # 3 Aspect With Verb Inflection

Student Jarita Bustamante	**Cooperating Teacher** Susan Stewart
Lesson Title Aspect With Verb Inflection	**Lesson Area** BGC and Writing
Course	**School Site** CSDR
Date Submitted	**Grade Levels** 5th grade
Date for Implementation	**Description of Group** DHH Bilingual

Goal:

- CCSS.ELA-LITERACY.RI.5.4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

ASL Content Standard

- Apply knowledge of language to understand how language functions in different contexts

- Analyze and interpret the use of non-manual signals and variations in ASL discourse, such as facial expressions, eye gaze, and body movements to convey meaning and enhance language use.

Objective:

Students will identify and interpret how verb mouth morphemes change meaning based on time, place, manner, frequency, and hand movement.

Formative Assessment:

Exit Ticket: Students will rate their comprehension of the concept on a scale of 1 to 5, and provide a brief explanation if they struggled (e.g. overwhelmed, insufficient examples).

Teacher observation: monitor students' engagement, interaction, and demonstration accurately mouthing and sign interpreting based on the given picture and explaining what it includes (hand movement)

Formative Assessment:

Students will analyze the ASL story video tape, take notes on the verb mouth morphemes included in the video, and share their findings with their peers.

Materials/preparation:

-White board
-LCD
-PowerPoint (Aspect With Verb Inflection)
-Dry erase markers
-Ipad
-Mouth morphemes chart will be posted on the wall for all students to see and refer back to.
-Hand movement chart

Modified Verbs:
STUDY
DANCE
COOK
WORK
WRITE

WALK
SIT
EAT
PLAY
THINK

The Lesson: https://youtu.be/08JqkbBdQ04

PowerPoint:Aspect With Verb Inflection

1. Introduction
2. Review Verb Meaning
3. Show two videos
4. Activity #1 - 6 action verb with pictures
5. Activity #2 - 4 action verb without pictures (To challenge)
6. Videotape analysis on verb MM - individual
7. Exit Ticket

Modifications

-For students with ADHD, it's helpful to incorporate hands-on activities and reduce teacher talk. Allowing students to take an active role in running activities can also increase engagement.

-Visual support: using appropriate colors, minimizing distractions, and using larger font sizes and images can be helpful for students with visual concerns. Teachers can also reduce distractions by staying in one position while teaching.

-Allowing the use of fidget toys or other sensory tools to help students stay focused

-Offering extended time on assignments or tests for students who need extra time to process information

-A teacher's aide can provide extra support one-on-one to students who need it, or they can sit next to a student to remind him/her to pay attention to the teacher or participate in activities.

-Check-in for comprehension by asking students if they are following the lesson or activity. Ask questions such as 'Can you tell me what it is?', 'Do you need more explanation?', 'What does it mean?', or 'What is the sign for that?

Unit 1
Lesson # 4 Adjective Mouth Morphemes

Student Jarita Bustamante   **Cooperating Teacher** Susan Stewart
Lesson Title Adjective Mouth Morphemes **Lesson Area** BGC and Writing
Course   **School Site** CSDR
Date Submitted   **Grade Levels** 5th grade
Date for Implementation   **Description of Group** DHH Bilingual

Goal:

- CCSS.ELA-LITERACY.RI.5.4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

ASL Content Standard

- Apply knowledge of language to understand how language functions in different contexts

- Analyze and interpret the use of non-manual signals and variations in ASL discourse, such as facial expressions, eye gaze, and body movements to convey meaning and enhance language use.

Objective:

Students will be able to identify and interpret how adjective mouth morphemes in ASL are used to convey changes in size, shape, appearance, emotions, and feelings.

Formative Assessment:

Exit Ticket: Students will rate their comprehension of the concept on a scale of 1 to 5, and provide a brief explanation if they struggled (e.g. overwhelmed, insufficient examples).

Teacher observation: monitor students' engagement, interaction, and demonstration - make a brief story (less than 30 seconds) about an object and describe it in the story with correct mouth morphemes on ipad.

Summative Assessment:

Students will analyze the ASL story video tape, take notes on the adjective mouth morphemes included in the video, pair up, and share their findings with their peers.

Materials/preparation:

-White board
-LCD
-PowerPoint (Adjective Mouth Morphemes)
-Dry erase markers
-Mini whiteboard

-Mouth Morphemes Chart

Adjectives:
RAINY
STRONG
SMART
CHAIR
MAD
RED
YOUNG
LARGE

Objects (to describe it):
JACKET
BOOK
CUP
PURSE/BAG
PAINT BRUSH
BOWL
BALL
BACKPACK
TV

The Lesson: https://youtu.be/g4-rqi9vhgg

PowerPoint: Adjective Mouth Morphemes

1. Introduction: Adjective Mouth Morphemes in ASL.
2. Review the meanings of Adjectives.
3. Show a video on appearance Mouth Morphemes and have a discussion about it.
4. Show a video on emotion Mouth Morphemes and have a discussion about it.
5. Practice with 7 slides of various pictures to describe and add more information to Noun words.
6. Videotape analysis on Adj MM - pair up
7. Pick one object and describe it in ASL with a brief sentence or story, then send it to me via iPad.

8. Exit Ticket: ASL Journal.

Modifications

-For students with ADHD, it's helpful to incorporate hands-on activities and reduce teacher talk. Allowing students to take an active role in running activities can also increase engagement.

-Visual support: using appropriate colors, minimizing distractions, and using larger font sizes and images can be helpful for students with visual concerns. Teachers can also reduce distractions by staying in one position while teaching.

-Allowing the use of fidget toys or other sensory tools to help students stay focused

-Offering extended time on assignments or tests for students who need extra time to process information

-A teacher's aide can provide extra support one-on-one to students who need it, or they can sit next to a student to remind him/her to pay attention to the teacher or participate in activities.

-Check-in for comprehension by asking students if they are following the lesson or activity. Ask questions such as 'Can you tell me what it is?', 'Do you need more explanation?', 'What does it mean?', or 'What is the sign for that?

Unit 1
Lesson #5 Mouth Morphemes Pictionary Project

Student Jarita Bustamante	**Cooperating Teacher** Susan Stewart
Lesson Title Mouth Morpheme Pictionary Project	**Lesson Area** BGC and Writing
Course	**School Site** CSDR
Date Submitted	**Grade Levels** 5th grade
Date for Implementation	**Description of Group** DHH Bilingual

Goal:

- CCSS.ELA-LITERACY.L.5.1: demonstrate command of the conventions of standard English grammar and usage when writing or signing.

ASL Content Standard

- Students will apply knowledge of language to understand how language functions in different contexts.

Objective:

Students will identify, define, and demonstrate all ten different ASL mouth morphemes, and explain the meaning and context of each mouth morpheme in ASL.

Summative Assessment

With ten images of mouth morphemes provided, evidence of understanding will be demonstrated through performances in ASL, and the signing of each mouth morpheme will be evaluated as evidence of comprehension.

1. "oo" / small, short, light
2. "mm" or Puckered up lips / regular, average, ordinary, medium-sized, comfortable
3. "CHA" / big (height, length, size)
4. "TH" / clumsy, lousy
5. Puffed Cheeks / very fat, very full, many
6. Clenched teeth / very nearby, right there, very recently, intense
7. Tongue out & down / not-yet, ugh, accident, feel lousy/awful, exaggerate, ego
8. "STA-STA" / struggle, long process
9. Pursed lips / work hard, read carefully, sorry, hearing person, preserve, secret
10. SOW / very long time, very cold, very tired

Materials/preparation:

-LCD
-Whiteboard
-Jarita's MM pictionary sample
-Ipad or computer
-GoReact
-Mouth Morphemes Chart

The Lesson: https://youtu.be/oef0YRAg5O8

This is an independent work.

Rubric Assessments

Modifications

-For students with ADHD, it's helpful to incorporate hands-on activities and reduce teacher talk. Allowing students to take an active role in running activities can also increase engagement.

-Visual support: using appropriate colors, minimizing distractions, and using larger font sizes and images can be helpful for students with visual concerns. Teachers can also reduce distractions by staying in one position while teaching.

-Allowing the use of fidget toys or other sensory tools to help students stay focused

-Offering extended time on assignments or tests for students who need extra time to process information

-A teacher's aide can provide extra support one-on-one to students who need it, or they can sit next to a student to remind him/her to pay attention to the teacher or participate in activities.

-Check-in for comprehension by asking students if they are following the lesson or activity. Ask questions such as 'Can you tell me what it is?', 'Do you need more explanation?', 'What does it mean?', or 'What is the sign for that?

Unit 2
Lesson #6 Basic Sentence Structure

Student Jarita Bustamante	**Cooperating Teacher** Susan Stewart
Lesson Title Basic Sentence Structure	**Lesson Area** BGC and Writing
Course:	**School Site** CSDR
Date Submitted:	**Grade Levels** 5th grade
Date for Implementation:	**Description of Group** DHH Bilingual

Goal:

- CCSS.ELA-LITERACY.L.5.1.B: Recognize and explain the meaning of common idioms, adages, and proverbs.

ASL Content Standard

- Use knowledge of language and its structure when signing and viewing (live and published).
- Demonstrate knowledge of the nature of language through comparisons of ASL and English.

Objective:

Students will
   A) provide different ASL orders using ASL gloss,
   B) analyze the differences between English sentence order and ASL sentence order.

Formative Assessment:

Exit Ticket: Students will rate their comprehension of the concept on a scale of 1 to 5, and provide a brief explanation if they struggled (e.g. overwhelmed, insufficient examples).

Teacher observe: monitor students' engagement, interaction, and demonstration - show/explain the possibility of different ASL word orders to ensure understanding of the concept.

Summative Assessment:

Student will write ASL gloss for five brief video clips on the paper.

Materials/preparation:

-PowerPoint (ASL Basic Sentence Structure)
-LCD
- Mini laminated paper with magnetic for each S, V, O (for whiteboard)
-Whiteboard
-Mini whiteboard
-Dry erase markers
-Ipad

The Lesson: https://youtu.be/wfRrZtslXDk

PowerPoint: <u>ASL Basic Sentence Structure</u>

Mini-lesson on ASL Gloss:

1. Introduce ASL Gloss through a CODA short film.
2. Provide an example to demonstrate how ASL Gloss works.
3. Practice together - three-word sentence using ASL Gloss.
4. Engage in independent work - writing ASL Gloss for five videos.

Basic sentence structure in ASL lesson:

1. Introduce SVO (Subject-Verb-Object) word order.
2. Compare ASL word order to English word order.

3. Provide examples to illustrate the differences in word order between ASL and English.

4. Demonstrate how to correctly place and match SVO in a sentence.

5. Engage in practice together to reinforce understanding.

6. Discuss the differences between English and ASL word orders.

Modifications

For students with ADHD, it's helpful to incorporate hands-on activities and reduce teacher talk. Allowing students to take an active role in running activities can also increase engagement.

Visual support: using appropriate colors, minimizing distractions, and using larger font sizes and images can be helpful for students with visual concerns. Teachers can also reduce distractions by staying in one position while teaching.

Allowing the use of fidget toys or other sensory tools to help students stay focused

Offering extended time on assignments or tests for students who need extra time to process information

Unit 2 - ASL Sentences

Lesson #7 Topicalization

Student Jarita Bustamante	**Cooperating Teacher** Susan Stewart
Lesson Title Topicalization	**Lesson Area** BGC and Writing
Course	**School Site** CSDR
Date Submitted	**Grade Levels** 5th grade
Date for Implementation	**Description of Group** DHH Bilingual

Goal:

- CCSS.ELA-LITERACY.L.5.5.A: Interpret figurative language, including similes and metaphors, in context.

ASL Content Standard
- Use knowledge of language and its structure when signing and viewing (live and published).
- Demonstrate understanding of figurative language, sign relationships, and nuances in sign meanings.

Objective:

Students will analyze the role and function of ASL topicalization, identify the topic in the sentence, and provide a translated sentence in ASL.

Formative Assessment

Exit Ticket: Students will rate their comprehension of the concept on a scale of 1 to 5, and provide a brief explanation if they struggled (e.g. overwhelmed, insufficient examples).

Teacher observe: monitor students' engagement, interaction, and demonstration - translate and sign aloud the topicalization sentence that makes the most sense.

Materials/preparation

-LCD
-Whiteboard
-Dry erase markers
-Powerpoint (Topicalization)
-Ipad

The Lesson:https://youtu.be/nbbp0rBRzAI

Powerpoint: Topicalization

ASL: THIS MOVIE PEOPLE WANT WATCH
English: The people have been wanting to watch this movie.

ASL: PLANTS WE WATER
English: We water the plants.

ASL: CAR THEY PAINT
English: They paint the car

ASL: MY CAT CHASE MOUSE

English: My cat is chasing the mouse.

Modifications

For students with ADHD, it's helpful to incorporate hands-on activities and reduce teacher talk. Allowing students to take an active role in running activities can also increase engagement.

Visual support: using appropriate colors, minimizing distractions, and using larger font sizes and images can be helpful for students with visual concerns. Teachers can also reduce distractions by staying in one position while teaching.

Allowing the use of fidget toys or other sensory tools to help students stay focused

Offering extended time on assignments or tests for students who need extra time to process information

Unit 2 - ASL Sentence/Word Order
Lesson #8 Wh-Question/Yes and No question

Student Jarita Bustamante	**Cooperating Teacher** Susan Stewart
Lesson Title Question Structure	**Lesson Area** BGC and Writing
Course	**School Site** CSDR
Date Submitted	**Grade Levels** 5th grade
Date for Implementation	**Description of Group** DHH Bilingual

Goal:

- CCSS.ELA-LITERACY.L.5.1.D: Recognize and explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.

ASL Content Standard

- Use knowledge of language and its structure when signing and viewing (live and published).
- Demonstrate comprehension of ASL vocabulary, grammar, and syntax through the analysis and production of increasingly complex linguistic units.

Objective:

Student will analyze and identify the features of Wh-questions and yes/no sentences in ASL.

Student will ask questions using wh and yes/no question phrases.

Formative Assessment:

Exit Ticket: Students will rate their comprehension of the concept on a scale of 1 to 5, and provide a brief explanation if they struggled (e.g. overwhelmed, insufficient examples).

Teacher observe: monitor students' engagement, interaction, and demonstration - identify the ASL wh in the sentence and distinguish between Wh-question and yes/no question with NMS.

Materials/preparation:

-LCD
-PowerPoint (Wh-Question and yes/no question)
-Whiteboard
-Dry erase markers
-Hedbanz
-Ipad

The Lesson:https://youtu.be/JliMXbTRso0

PowerPoint: <u>Question</u>

Mini Lesson:
1. Review of What, Where, Why, When, Who, Which, How
2. <u>https://youtu.be/05AcKWbWWoQ</u> - eyebrows
3. <u>https://youtu.be/x7yaPIIDefI</u> - Wh question
4. Practice

Mini Lesson:
5. Yes/No Question
6. <u>https://youtu.be/x7yaPIIDefI</u> - Yes/no question
7. Practice
8. Game - Hedbanz
9. Exit Ticket - Share their reflection and what they have learned.

Wh-question practice:

"Who takes out the garbage in your family?"

If you want to put the "WHO" sign at the end you end up trying something like this:

YOUR HOUSE, GARBAGE, WHO THROW-out?
                T
YOUR HOUSE, GARBAGE, WHO THROW-out WHO?
                T
YOUR HOUSE, WHO THROW-out GARBAGE?
     T

"What is your name?"

YOU NAME WHAT?
NAME WHAT?
NAME WHAT YOU?
YOUR NAME WHAT?

Yes/no question practice:

"Do you like cat?"

YOU LIKE CAT QUESTION MARK(QM)

Is dad here?

DAD HERE QM
Can both raised and lowered eyebrows

Modifications

For students with ADHD, it's helpful to incorporate hands-on activities and reduce teacher talk. Allowing students to take an active role in running activities can also increase engagement.

Visual support: using appropriate colors, minimizing distractions, and using larger font sizes and images can be helpful for students with visual concerns. Teachers can also reduce distractions by staying in one position while teaching.

Allowing the use of fidget toys or other sensory tools to help students stay focused

Offering extended time on assignments or tests for students who need extra time to process information

Unit 2 - ASL Sentence/Word Order
Lesson #9 Rhetorical Question

Student Jarita Bustamante	**Cooperating Teacher** Susan Stewart
Lesson Title Rhetorical Question	**Lesson Area** BGC and Writing
Course	**School Site** CSDR
Date Submitted	**Grade Levels** 5th grade
Date for Implementation	**Description of Group** DHH Bilingual

Goal:

- CCSS.ELA-LITERACY.L.5.3.A: Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

ASL Content Standard

- Use knowledge of language and its structure when signing and viewing (live and published).
- Demonstrate comprehension of ASL grammar and syntax through the analysis and production of increasingly complex discourse.

Objective:

Student will analyze and identify the features of Rh-questions using ASL gloss.

Formative Assessment

Exit Ticket: Students will rate their comprehension of the concept on a scale of 1 to 5, and provide a brief explanation if they struggled (e.g. overwhelmed, insufficient examples). AND Students will express their reflections on the lessons as a whole, as well as what they have learnt and most enjoy.

Teacher observe: monitor students' engagement, interaction, and demonstration - compose an ASL gloss, identify the RH in the ASL gloss, and draw eyebrows on a mini whiteboard while working in groups.

Materials/preparation

-LCD
-Whiteboard
-Dry erase markers
-PowerPoint (Rh-Question)
-Mini white board
-Sentence Types and NMS chart on the wall

The Lesson:https://youtu.be/Ri-FSFozXIM

PowerPoint:<u>Rhetorical Question</u>

Example:

1. "Who did John see throw the apple? Mary."

JOHN SEE THROW APPLE **WHO** MARY

2. "Who told Bill? Mary

'WHO' TELL BILL **Raised Eyebrow/headshake/T** MARY

3. "Who told Bill yesterday? Mary

TELL JOHN YESTERDAY **WHO** MARY

4. "What did John buy yesterday? A book."

JOHN BUY **'WHAT'** YESTERDAY **Raised Eyebrow/headshake/T BOOK**

5. "What did John buy yesterday? A book."

JOHN BUY YESTERDAY '**WHAT**' BOOK

Practice:

1. "How are we going do it? Working together."

WE CAN GO-AHEAD DO IT **HOW** WORK TOGETHER
                                     RH

2. "We have come to school so we can improve ourselves."

WE COME HERE SCHOOL '**WHY**' IMPROVE OURSELVES

3. "She passed her class! How? She paid the teacher."

SHE PASS CLASS '**HOW**' PAY TEACHER

Modifications

For students with ADHD, it's helpful to incorporate hands-on activities and reduce teacher talk. Allowing students to take an active role in running activities can also increase engagement.

Visual support: using appropriate colors, minimizing distractions, and using larger font sizes and images can be helpful for students with visual concerns. Teachers can also reduce distractions by staying in one position while teaching.

Allowing the use of fidget toys or other sensory tools to help students stay focused

Offering extended time on assignments or tests for students who need extra time to process information

Unit 2 - ASL Sentence/Word Order
Lesson #10 Experiment: analyzing ASL video clips

Student Jarita Bustamante	**Cooperating Teacher** Susan Stewart
Lesson Title Analyzing ASL video clips	**Lesson Area** BGC and Writing
Course	**School Site** CSDR
Date Submitted	**Grade Levels** 5th grade
Date for Implementation	**Description of Group** DHH Bilingual

Goal:

ASL Content Standard
- Use knowledge of language and its structure when signing and viewing (live and published).
- Demonstrate understanding of figurative language, sign relationships, and nuances in sign meanings.

Objective:

Student will identify, label, and provide an explanation or description of what the label (ASL grammar) includes on the ASL video clip in ASL.

Summative Assessment:

The ASL video clip given, the evidence will be demonstrated through their explanation/description of ASL grammar (NMS and ASL sentence and word order) as it is included in the video clip on the iPad.

Materials/preparation

-LCD
-Whiteboard
-Jarita's example
-Ipad
-Mouth Morphemes and Sentence Types charts
-GoReact

The Lesson: https://youtu.be/J4wwSYzr1CQ

This is an independent work.

Students will analyze the signer's non-manual signals, including mouth morphemes and eyebrows, as well as the syntax used in ASL, such as word order, topicalization, yes/no questions, wh-questions, and rhetorical questions. Afterward, they will explain their findings and share what they noticed during the analysis.

Rubric Assessments

Rubric:

Analyzing ASL video clips Project Rubric

Student will identify, label, and provide an explanation of or description of what the label (ASL grammar) includes on the ASL video clip in ASL.

	Exceptional	Approach Target	Developing	Need Support
Non-Manual Markers	Accurately identify and label more than three times Describe and elaborate on each label (explain in detail what this label includes and what she or he noticed, and be able to explain its context)	Accurately identify and label 2-3 times Describe what the label includes.	Accurately identify and label 1-2 times A simple explanation or none at all.	Inaccurate labels or none at all Inaccurate or no explaintion
Word Order	Accurately identify and label more than three times Describe and elaborate on each label (explain in detail what this label includes and what she or he noticed, and be able to explain its context)	Accurately identify and label 2-3 times Describe what the label includes.	Accurately identify and label 1-2 times A simple explanation or none at all.	Inaccurate labels or none at all Inaccurate or no explaintion
Sentence Types	Accurately identify and label more than three times Describe and elaborate on each label (explain in detail what this label includes and what she or he noticed, and be able to explain its context)	Accurately identify and label 2-3 times Describe what the label includes.	Accurately identify and label 1-2 times A simple explanation or none at all.	Inaccurate labels or none at all Inaccurate or no explaintion

Modifications

For students with ADHD, it's helpful to incorporate hands-on activities and reduce teacher talk. Allowing students to take an active role in running activities can also increase engagement.

Visual support: using appropriate colors, minimizing distractions, and using larger font sizes and images can be helpful for students with visual concerns. Teachers can also reduce distractions by staying in one position while teaching.

Allowing the use of fidget toys or other sensory tools to help students stay focused

Offering extended time on assignments or tests for students who need extra time to process information

Dear Parents,

Warm greetings to you all! My name is Jarita Bustamante, and I am thrilled to be your child's student teacher for the next 9 weeks. I am a graduate of CSDR in 2017 and currently pursuing my MA-ASL/English Bilingual Education program at UC San Diego. I am delighted to be back on campus for my degree's internship program and eager to impart my knowledge and skills to your children.

I am writing this letter to introduce my newly developed curriculum that aims to strengthen your child's foundational knowledge in ASL Grammar. The curriculum is carefully crafted to meet the ASL Content Standards and Common Core Standard, with three specific and achievable goals that will enable your child to gain a deeper understanding of ASL grammar.

The primary objective of this curriculum is to instill in your child the importance of understanding the rules and structures of ASL, thus expanding their knowledge and strengthening their ASL grammar in a fundamental way. Throughout the curriculum, students will immerse themselves in the world of linguistics and undertake various analytical activities, including ASL video analysis, as well as engaging in fun activities to facilitate their learning.

I strongly believe that this curriculum provides your children with the perfect opportunity to improve their communication skills and develop an appreciation for their native language. As such, I am honored to be a part of your children's learning journey and look forward to working with them and helping them achieve their fullest potential.

Thank you for entrusting your children's education to us. I am excited to get started and confident that together we will make a significant impact on your child's academic and personal growth.

Best regards,

Jarita Bustamante.

Why do we study our own sign language?

American Sign Language (ASL) = language of signing community

300 sign languages

6,500 spoken languages

English   vs   ASL

ASL   vs   English

Visual / gestural / spatial

Auditory / vocal / linear
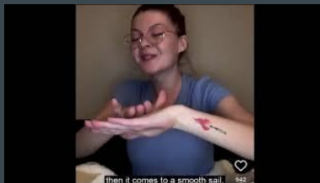
"Life is like an endless wave atop another, and in the midst of a sunset. There comes a screaming thrashing wave of disarray and wreckage and conflict, then it comes to a smooth sail, gently kissing the shore, and as it's pulled back. It returns into a beast of an existence once again. All these volatile emotions and happenings clashing, then once again coming to a smooth roll of contentment. It becomes somewhat of a rhythm. A cycle of life."

5 DOMAINS OF LANGUAGE

By Communication Community; source ASHA

Phonology
The rules of speech sounds; how phonemes are used

Morphology
The rules of word structure; how morphemes are used

Syntax
The rules of sentence structure

Semantics
The rules relating to the meaning of language

Pragmatics
The rules that occur within social situations

ASL became an official language in 1960.

William C. Stokoe Jr.

My goal for this classroom

Be a linguist and ASL expert!
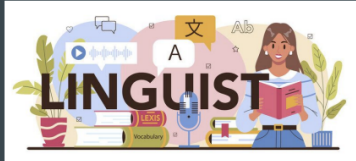
What do Linguist do?

→ Identifying patterns

→ Identifying differences and similarities

→ Recording those patterns and differences in English and ASL - ASL gloss vs English

→ Test the patterns using other examples
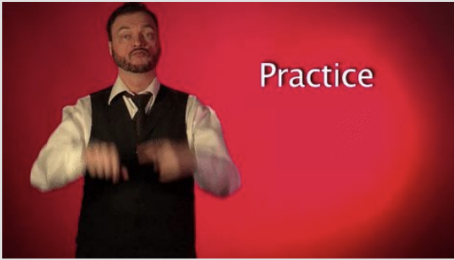
Practice

Please get me my water on the table across around the corner, thank you! VS MIND GRAB MY WATER *POINT* TABLE THANKS!
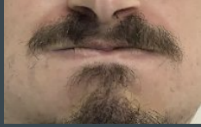
Mouth Morphemes

Hey, do you enjoy learning ASL?

I'm always fascinated by the richness of various sign langauges in various countries around the world.

"oo"

small, short, light

"mm"

Regular and average

"CHA"

BIG

"th"

Clumsy/awkward and lousy

"STA-STA"

Struggle and long process
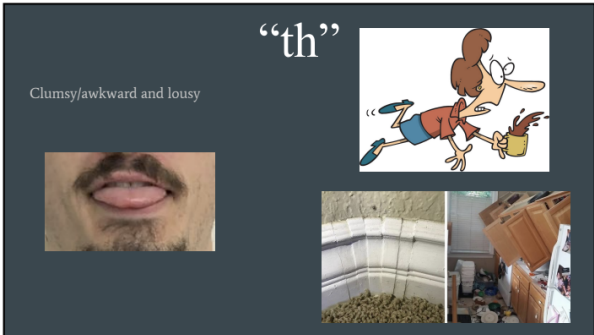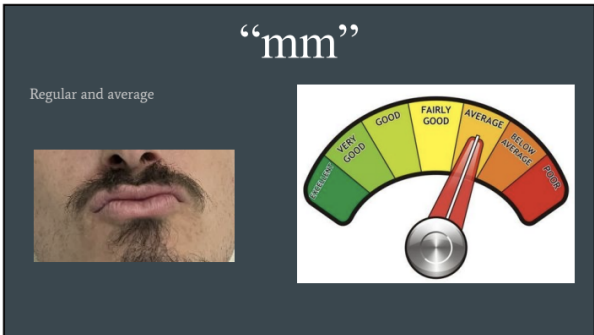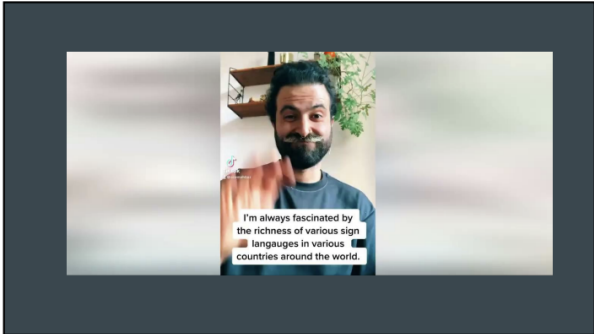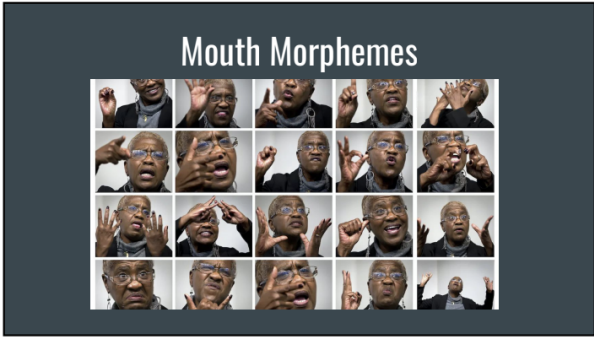
Puffed Cheeks (PC)

Many and full

Clenched Teeth (CT)

very nearby, right there, very recently, intense

Tongue out & down (T)

feel lousy/sick

Pursed Lips (PL)

Carefully and work hard
and firm/strong

"SOW"

VERY

VERY HOT ⟵ ⟶ VERY COLD

VERY FAST

VERY FULL

PAINTING AWFULLY

EFFORTLESSLY EXERCISING

ATTENTIVE ENGINEERING

SMOOTH SKIN

CASUALLY RUNNING

STEADILY WORKING

CONSTANTLY COOKING

TINY DOG

SICK

VERY COLD

Verb
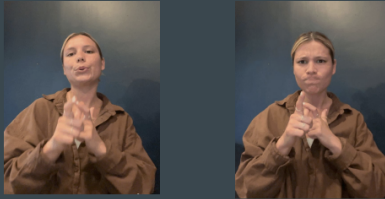
What is verb?
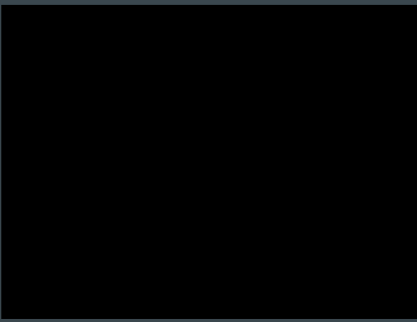
Hand Movement

STUDY
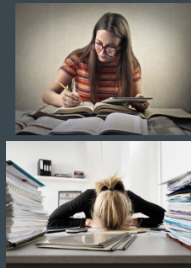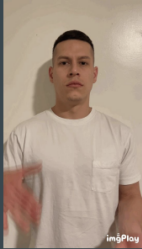
DANCE
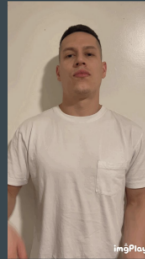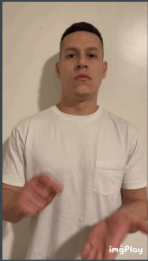
COOK
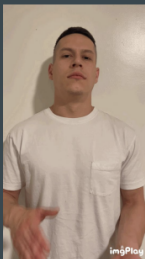
WORK
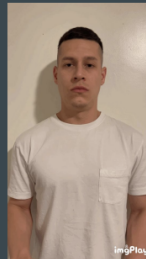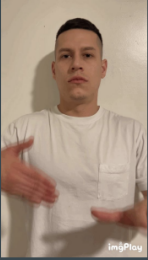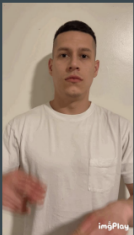
131

WRITE

WALK

SIT

EAT
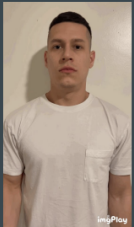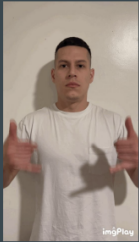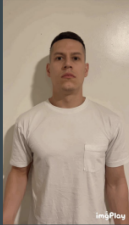
PLAY

THINK

Exit Ticket

Adjective Mouth Morphemes
...

What is Adjective?
An adjective describes a noun's size, shape, age, color, emotion, texture, and appearance.

Appearance Mouth Morphemes
average   fair   thick
long   full   sluggish
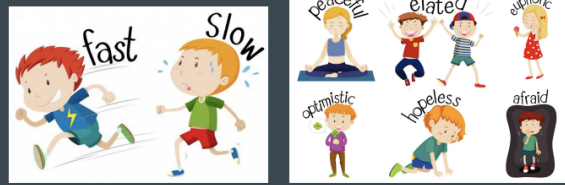
Emotion Mouth Morphemes
lovable   angry   cute
serious   happy

RAINY

RED

STRONG

MAD
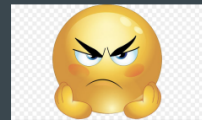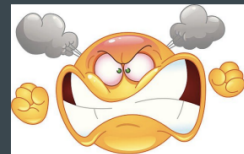
CHAIR

YOUNG

LARGE

Practice

PICK ONE OBJECT TO DESCRIBE

1. JACKET
2. BOOK
3. CUP
4. PURSE/BAG
5. PAINT BRUSH
6. BOWL
7. BALL
8. BACKPACK
9. TV

PENCIL

EXIT TICKET

ASL Gloss

ME   EAT   FINISH

Basic Sentence Structure in ASL
...

S-V-O

SUBJECT	VERB	OBJECT
↓	↓	↓
I	EAT	BREAD

SVO = America's word order

Word order	Example
SOV	Japanese
SVO	English
VSO	Standard Arabic
VOS	Nias
OVS	Hixkaryana
OSV	Nadëb
no basic word order	Cherokee

ASL WORD ORDER	VS	ENGLISH WORD ORDER
Topic-comment		S-V-O
S-V-O		
O-S-V		
S-O-V		

English: I rode a bike.

ASL: ME BIKE FINISH or BIKE ME FINISH

135

English: She is writing a letter.

ASL: POINT NOW WRITE LETTER or LETTER NOW POINT WRITE

Practice
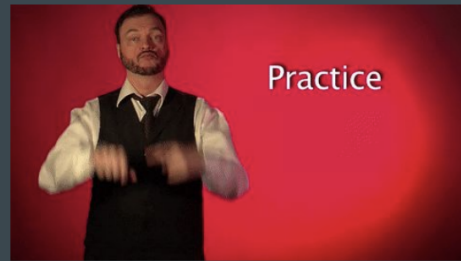
English: We wake up early in the morning.

ASL: EARLY MORNING WE WAKE or WE WAKE EARLY MORNING

English: They have a computer.

ASL: POINT HAVE COMPUTER or COMPUTER HAVE POINT or HAVE COMPUTER POINT

English: I want to be a computer engineer.

ASL: ME WANT BECOME COMPUTER ENGINEER ME

English: She likes to paint.

ASL: POINT LIKE PAINT or POINT LIKE PAINT

English: I run fast

ASL: ME RUN FAST or RUN FAST ME

Exit Ticket

Topicalization
•••

focal topic: fight
without   vs   with
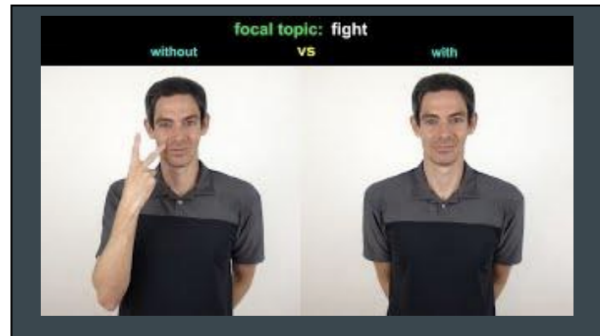
Topicalization = topic

FOCUS

Raised eyebrows
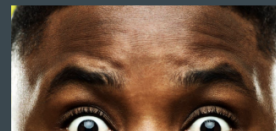
MY DAD HIMSELF USED-TO PRO PLAYER
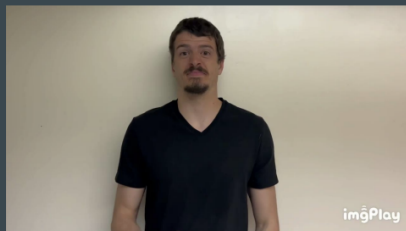
ME PRESENTATION ABOUT WHAT *1B CL* NANCY FORMER SUPERINTENDENT

Practice

English: The people have been wanting to watch this movie.

ASL: THIS MOVIE PEOPLE WANT WATCH

English: They paint the car

ASL: CAR THEY PAINT

English: My cat is chasing the mouse.

ASL: MY CAT CHASE MOUSE

English: We water the plants.

English: She loves cats so much.

Exit Ticket

Question Structure

• • •

Wh-questions and Yes/No questions

ASL Gloss

ME   EAT   FINISH

ASL Wh-question

Who	What	When
is a person	is a thing or an action	is a time
Where	Why	How
is a place	is the reason something happened	is a number or a the way something is done

For yes/no questions, replace "is, are, do" with the sign "?".

the sign "?"   not this sign "question"
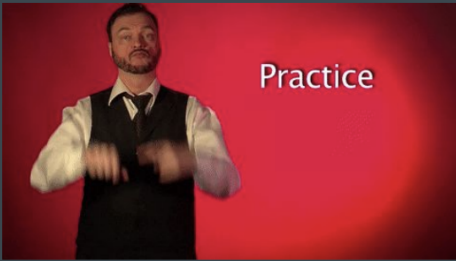
Eyebrow Question Structure

raised brows   lowered brows
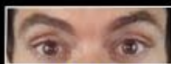
openly curious   puzzled

English: Who takes out the garbage in your family?

1. YOUR HOUSE, GARBAGE, WHO THROW-out?
                    T   LE
2. YOUR HOUSE, GARBAGE, WHO THROW-out WHO?
                    T   LE
3. YOUR HOUSE, WHO THROW-out GARBAGE?
        T   LE

Practice

What is your name?

Yes and No Question

For yes/no questions,
replace "is, are, do" with the sign "?".

the sign "?"   not this sign "question"

English: Do you like cat?

ASL: YOU LIKE CAT QUESTION MARK (QM)

Practice

Is dad here?

GAME TIME!

Rhetorical Question

•••

What is Rhetorical question?

- To ask a rhetorical question means to ask a question that you already know the answer to, and you don't really expect anyone to answer it.

- Rhetorical questions are often used to emphasize something, rather than to

---

English: Who did John see throw the apple? Mary.

ASL: JOHN SEE THROW APPLE **WHO** MARY

English: Who told Bill yesterday? Mary

ASL: TELL JOHN YESTERDAY **WHO** MARY

English: What did John buy yesterday? A book.

ASL: JOHN BUY YESTERDAY '**WHAT**' BOOK

vs

English: What did John buy yesterday? A book.

ASL: JOHN BUY '**WHAT**' YESTERDAY **Raised Eyebrow/headshake/T** BOOK

English: Who told Bill? Mary

'**WHO**' TELL BILL **Raised Eyebrow/headshake/T** MARY

Practice

How are we going do it? Working together.

We have come to school so we can improve ourselves.

She passed her class! How? She paid the teacher.

Exit Ticket

Share your reflection

Mouth Morphemes Pictionary Project

Objective: Students will identify, define, and demonstrate all ten different ASL mouth morphemes, and explain the meaning and context of each mouth morpheme in ASL.
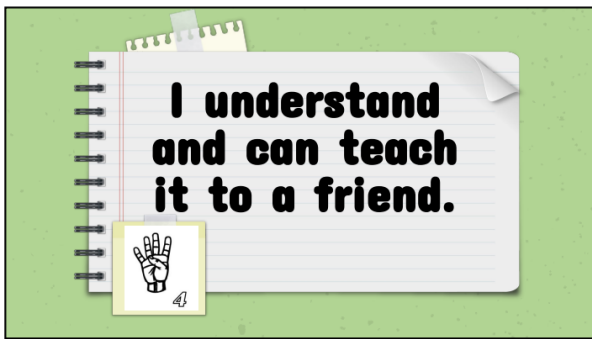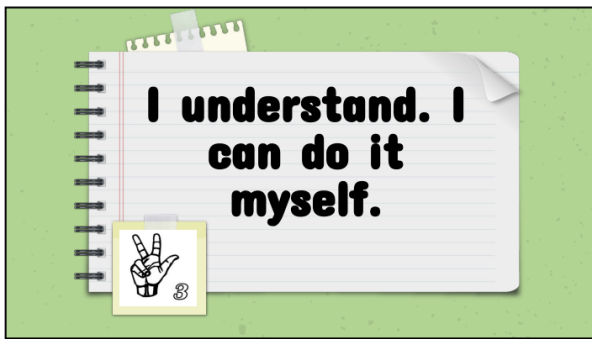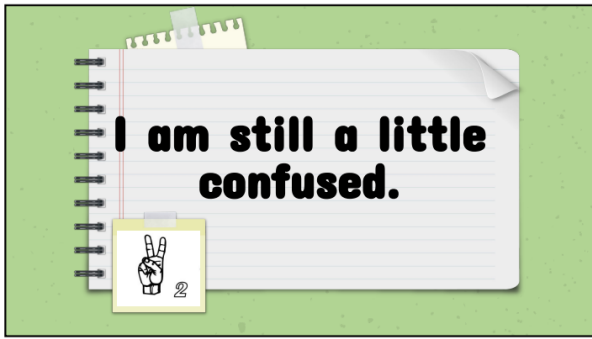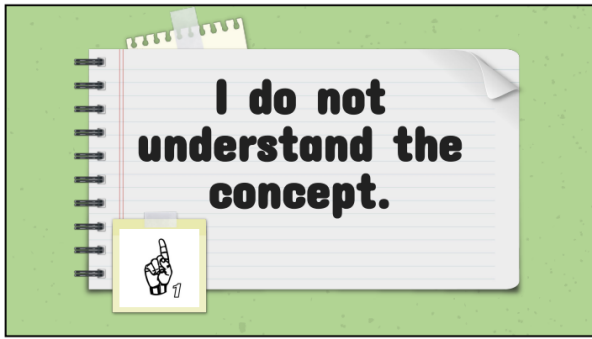
	4	3	2	1	0
Comprehension	The student can accurately identify and define all the given mouth morphemes in ASL, and provide clear and appropriate examples for each. They are able to explain the function and significance of each mouth	The student can accurately identify and define most of the given mouth morphemes in ASL, and provide appropriate examples for each. They are able to explain the function and	The student can accurately identify and define some of the given mouth morphemes in ASL, and provide basic examples for each. They are able to explain the function and significance of	The student has difficulty identifying and defining the given mouth morphemes in ASL, and has limited or unclear examples for each. They have limited understanding of the function and significance of mouth morphemes	The student is unable to identify or define the given mouth morphemes in ASL, and does not provide any examples. They have no understanding of the function and significance

	morpheme in ASL communication.	significance of most mouth morphemes in ASL communication.	some mouth morphemes in ASL communication.	in ASL communication.	of mouth morphemes in ASL communication.
Information delivery	The student is signing clear and very understandable. The video camera is in the right position and neutral background.	The student is signing mostly clear and understandable. The video camera is in a good position and has a neutral background.	The student is signing somewhat clearly and is mostly understandable. The video camera may not be in the best position or have a neutral background.	The student is signing with poor clarity and is difficult to understand. The video camera is in a poor position and has a distracting or cluttered background.	The video quality is poor and does not allow for the student's signing to be seen. The camera may be pointing in the wrong direction or have a very distracting background.

Analyzing ASL video clips Project Rubric

Student will identify, label, and provide an explanation of or description of what the label (ASL grammar) includes on the ASL video clip in ASL.

	Exceptional	Approach Target	Developing	Need Support
Non-Manual Markers	Accurately identify and label more than three times Describe and elaborate on each label (explain in detail what this label includes and what she or he noticed, and be able to explain its context)	Accurately identify and label 2-3 times Describe what the label includes.	Accurately identify and label 1-2 times A simple explanation or none at all.	Inaccurate labels or none at all Inaccurate or no explaintion
Word Order	Accurately identify and label more than three times Describe and elaborate on each label (explain in detail what this label includes and what she or he noticed, and be able to explain its context)	Accurately identify and label 2-3 times Describe what the label includes.	Accurately identify and label 1-2 times A simple explanation or none at all.	Inaccurate labels or none at all Inaccurate or no explaintion
Sentence Types	Accurately identify and label more than three times Describe and elaborate on each label (explain in detail what this label includes and what she or he noticed, and be able to explain its context)	Accurately identify and label 2-3 times Describe what the label includes.	Accurately identify and label 1-2 times A simple explanation or none at all.	Inaccurate labels or none at all Inaccurate or no explaintion

I do not understand the concept.

1

I am still a little confused.

2

I understand. I can do it myself.

3

I understand and can teach it to a friend.
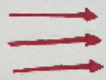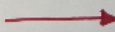
4

Mouth Morphemes in ASL

1. "CHA"

6. Pursed Lips (PL)

2. "SOW"

7. "oo"

3. Clenched Teeth (CT)

8. "STA-STA"

4. Tongue out & down (T)

9. "mm"

5. Puffed Cheeks (PC)

10. "th"

Hand Movement

C⟳ = constant

⇛ = repetitive

⋀⋀⋀↘ = to many

⟶ = to all

Appendix B:

Top-left sheet:

1 "CHA"—Big Example (I saw "CHA" home wow)

2 "SIT"—close Example (My home my friend's home "SIT" wow)

3 "SOW"—forever Example (My nail polish dry "SOW")

4 "T"—doesn'n Example (I I not want go to birthday party)
  want

5 "PC"—full Example (WOW I really PC full from I eat 4 muffins)

6 "PL"—serious Example (My dad work very PL serious)

7 "OO"—cute Example (I saw OO cute baby with blue eyes)

8 "Sta-sta-again Example (I went Vet for my cat I Sta-Sta Sit wait for my cat)

9 "Mri"—average Example (I saw "mri" average dog)

10 "th"—lazy Example (One Student writing look like lazy "th" writing)

Top-right sheet:

1. cha → house

2. sow" → Cold and hot

3. "CT" → Too close
   Sick Tried

4. "T" →

6. PC → I'm full

8. "PL → serious

7. "OO" → Cute short

8 "STA-STA" → Work Long

9. "mm" → not bad

10. "th" → Lousdy

Bottom-left sheet:

1 cha big cha house

2 "sow" too cold"

3 (CT) something sick" clenched teeth

4 (T) gross!

5 (PC) too full"

6 (PL) mad

7 "OO" too small!!

8 "STa Sta" too long!

9 "mm" hot or cool. fine"

10 "Th" yuck lazy Award

Bottom-right sheet:

1) "CHA" "Big Car Big Pencil"

2) "SOW" So cold

3) "CT" Very close

4) "T" – Feel Walk lousy

5) "PC" Full

6) "PL" Serious "mad"
   tiny big tiny

7) "oo"

8) "STA-STA"-forever LONG Writing

9) "mm" – fine good work

10) "Th" Not Job) run Sloppy

1.
1. "Cha"- big-"big Pool."
2. "Sow"-very-"very cold."
3. "clenched teeth"- Nearby-"Close"
4. "tongue out & down"-sick-"headache"
5. "Puffed cheeks"-full-"full
6. "Pursed Lips-serious-"mad"
7. "oo"- Tiny cute- "baby raccoon"
8. "STA-STA"- forever -"work hard"
9. "mm"- regular-"that clothe is okay!"

2.
Example
1. Cha *show teeth* "big Pool"
2. Sow *show teeth then ouch* "very cold"
3. CT *show disgust teeth* "Ew"
4. Tongue out & down *show tongue* "headache"
5. PC *blow our cheeks* "full"
6. PL *angry mouth* "mad"
7. oo *mouth ooo* baby raccoon.
8. STA-STA *yell* work hard.
9. mm *kind mouth* that clothe is okay!
10. th *tongue out little* write lousy.

3.
1. "Cha" big house "NJ's house "cha
2. "Sow" Too cold "in mammoth s sow
3. (CT) lose Luckily my cobra CT in bag
4. (T) lazy my bother is T lazy
5. PL serious mi teacher Tate most PL serious
6. "oo" cute cat is (oo) cute
7. (PC) full I eat lots candy i fullPC
8. "Sta Sta" work lots I work sta sta lots
9. m.m average your cloth is average mm)
10. th misake my walk misat th

148

1) MANY YEARS UNTIL 1987.

2) HEARING PRESIDENT DECIDE RESIGN

3) ALL ASK ALL DEAF COMMUNITY WHAT NEED WE WANT.

4) THEY START LOOKING IN 1988 FIND 3 LAST CANDIDATE.

5) ALL SIGN INCLUDE CAFETERIA WORKER Can SIGN.

ASL

#1. MANY YEAR UNTIL 1987

#2 HEARING PRESIDENT DECIDE RESING

#3 All ASK DEAF COMMUITY WHAT NEED WANT.

#4 THEY START RESEARCH IN 1988 THERE LAST CANDIATE.

#5 All SIGNING INCLUDE CAFETERIA WORKER CAN SIGNING.

Asl Gloss

1. MANY YEAR until 1987

2. HEARING PRESIDENT DECIDE RESIGN

3. ALL ASK DEAF COMMUNITY WHAT NEED WANT

4. THEY START look IN 1988 Found THREE FINAL FINAL CANDIATE

5. All SIGN language INCLUDE CAFETERIA WORKER CAN SIGN language

---

1. MANY YEAR UNTI
2. HEARING PRESIDENT 1987
3. DECIDE RESIGN

3. ALL ASKING DEAF COMMINY WHAT NEED Want

4. START LOOK IN 1988 FIND 3 LAST CANDIATE

5. ALL SIGN INCLUDE CAFETERIA WORKER CAN SIGN

1. MANY YEAR until 1987.

2. HEARING PRESIDENT DECIDE RESIGN RESIGN.

3. ALL ASK DEAF COMMUNITY WHAT DO NEED WANT.

4. THEY START LOOKING IN 1988 FIND Three LAST CANDIDATE

5. ALL ASL INCLUDE CAFERIA WORKER ASL.

1. MANY YEAR until 1987.
2. HEARING PRESIDENT DECIDE RESIGN.
3. ALL ASK ALL DEAF COMMUNINY DOING NEED WHAT WANT.
4. THEY START SEARCH IN 1988
5. ALL SIGN INCLUDE CAFETERIA WORKER CAN SIGN. FOUND THREE LAST CANDIDATE

150

YouTube links:

Lesson #1 ASL Journals: https://youtu.be/omF7yT9doMw

Object Description Activity: https://youtu.be/UU3N7j-_e20

Lesson #2 ASL Journals: https://youtu.be/xeQSTCLuGhE

MM Pictionary Project Students' works: https://youtu.be/2X_EghTqtq4