

Children's Literature
Making Connections Between ASL & English Structures

Submit lesson plan(s) ,evidence and reflections to turnitin.com no later than December 10 at 5 pm.

Part 1 Preparing

1. Find a children's book or a DVD ASL Story that is appropriate for your students.
2. Identify language structures used in the story, not just vocabulary that would foster language development in both ASL and English
3. Determine how you will make connections between ASL and English structures e.g. chaining, sweeping under the text then signing, signing close to the picture/ word (mini-signing. See Livingston)
4. Create "meaningful experiences" with the language structure (English and ASL) that would be enrichment activities e.g. role play, drawing

Part 2 Language & Literacy Learning Activities

Create and write lesson(s) that focus on the literature, language structure and reading comprehension strategies (This will overlap with Susan's assignment). Use EDS Template for Lesson Plans.

****Note:** Consider using Bloom's Taxonomy to determine what level thinking skills you can incorporate in the Lesson Plans.

Lessons/ activities may focus on the following ideas or create your own ideas of how to teach ASL and English structures..

1. Build Knowledge and Comprehension through a read aloud
2. Focus on specific vocabulary and 1 language structure via a second read of the story (comprehension)
3. Practice language structures and vocabulary via retell and drawings (Application)
4. Create authentic situations where the students will practice using the vocabulary and the language structures in meaningful ways (Role Play, drawing, videotaping) (application/analysis)
5. Students create their own stories using the language structures (print and video) Synthesis
6. Students share their stories with each other; Students evaluate their own stories

Examples of possible language structures to emphasize:

If-Then (conditional sentences) If a mouse gets a cookie.... (Adam Stones' Video/lessons) You can select this structure and replicate Adam's lessons or create your own.

Character Role Shifting

Ranking

Classifiers

N-V

Descriptions

Idioms (English or ASL)

Locations

Part 3 Videotape one lesson i.e. read loud with the children and/or activity (This overlaps with the videotape for EDS 190) Submit DVD to me.)

Part 4 Reflection

Write a 2-3 page reflection:

What did you learn about your own ASL storytelling skills?

What were the student learning outcomes? Provide evidence based on your observations, objectives of lessons, final product e.g. student role play, drawings etc.

What went well in the lesson(s)?

What would you do differently next time?

Based on the learning outcomes of the students –evidence=observations, final product, rubric, what would be your next steps in the development of English and ASL of your students specifically the structure that you taught or possibly another structure?
How did this activity contribute to your development as a “bilingual teacher”?
What questions or new wonderings do you have after implementing the lessons?