

## Colorado Shared Reading Project

# Family Sign Language & Book Sharing



## Video Assessment Goals



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# Colorado Shared Reading Project Assessment Report\ FAMILY GOALS



Date of Videotape: \_\_\_\_\_

The assessment team looked at skills in two areas, sign language and book sharing/language facilitation strategies. The team identified the following strengths and next steps. Information from the assessment is to be used to guide instruction as you work with your CSRP instructor.

## **Selected Strengths for This Family: (Here are a few of the things the family does well.)**

## **Next Steps: (Skills to work on with the family.)**

<b>SIGN LANGUAGE SKILLS</b>	
<p><b>SIGN LANGUAGE GOAL</b></p> <p><b>1. Sign sentences with at least three signs when appropriate</b></p>	<p><b>Description and Strategies for Developing Skill:</b> American Sign Language (ASL) is a unique language where the shape, movement, and placement of the hands all play important roles in conveying meaning. It has its own grammar, structure, idioms and phrases that are different from English. There is no one-to-one correspondence between the two languages*. Learning American Sign Language takes patience, time, practice and a sense of humor. Enjoy the journey as you learn ASL, improve communication with your child and support their language growth.</p> <ul style="list-style-type: none"> <li>● Use the scaffolding techniques in conversation: Model back what is said then expand the sentence. (see below)</li> <li>● Use enough sign to show the story and concepts from the text. Practice the story until comfortable signing the book with fluency.</li> <li>● Support natural language learning by modeling language more advanced than what is being used.</li> <li>● Describe characters for expansion. (appearance, traits, personality, feelings)</li> </ul>

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<p style="text-align: center;"><b>SIGN LANGUAGE GOAL</b></p> <p><b>2. Use appropriate facial expression to match meaning</b></p>	<p><b>Description and Strategies for Developing Skill:</b> Tone and inflection that are shown with one’s voice through spoken languages are shown through facial expression and signing style in sign languages. Using appropriate facial expressions helps show meaning from the text and keeps the child engaged in the storytelling.</p> <p>-Play emotions games, such as Emotions Bingo. -Play games saying the same sentence using different emotions, such as happy, sad, mad, excited, etc. Use a mirror and/or video the child to see different expressions</p> <p><b>Examples:</b> “English” [ASL GLOSS – printed word representing ASL sign]</p> <ul style="list-style-type: none"> <li>● “It’s time to take a bath.” [BATH NOW] or [NOW BATH] or [NOW BATH NOW]</li> <li>● “I went to school yesterday.” [YESTERDAY SCHOOL FINISH GO]</li> <li>● “My cousin is coming next week.” [NEXT WEEK MY COUSIN COME]</li> </ul> <p><b>Books:</b></p> <ul style="list-style-type: none"> <li>● <i>Yummy Yucky</i> by Leslie Patricelli (Book Bag C)</li> <li>● <i>There Was an Old Lady Who Swallowed a Fly</i> by Pam Adams (Book Bag F)</li> <li>● <i>Caps for Sale</i> by Esphyr Slobodkina (Book Bag J)</li> <li>● <i>Olivia</i> by Farrah McDoogle (Book Bag N)</li> <li>● <i>When Sophie Gets Angry—Really, Really Angry...</i> by Molly Bang (Book Bag P)</li> </ul>															

**SIGN LANGUAGE  
GOAL**

**3. Produce signs accurately (all 4 parameters- handshape, palm orientation, location, movement).**

**Description and Strategies for Developing Skill:**

American Sign Language (ASL) is a unique language where the shape, movement, and placement of the hands all play important roles in conveying meaning. It has its own grammar, structure, idioms and phrases that are different from English. There is no one-to-one correspondence between the two languages.\*

Teach the four parameters of sign.

- 1. Handshape**
- 2. Palm orientation**
- 3. Movement**
- 4. Location**

Practice how changing one parameter changes the meaning of the sign:

- Handshape
  - o you, your
  - o stop, help
- Palm orientation
  - o your, my, his
  - o morning, afternoon
  - o serve, walk
  - o freeze, want
- Movement
  - o school, cheese, cook, clean, paper, college
- Location
  - o mom, dad, deer
  - o dry, ugly, summer

Play handshape games.

View videos on the CSDB YouTube Channel, [www.youtube.com/csdbchannel](http://www.youtube.com/csdbchannel)-ASL Instruction Playlist.

<p style="text-align: center;"><b>SIGN LANGUAGE GOAL</b></p> <p><b>4. Use appropriate visual attention-getting strategies</b></p>	<p><b>Description and Strategies for Developing Skill:</b>  There are appropriate and inappropriate methods for getting someone’s attention within the Deaf community.  Acceptable attention-getting strategies include:</p> <ul style="list-style-type: none"> <li>● Tapping one’s arm or shoulder</li> <li>● Waving one’s hand from a distance</li> <li>● Tapping a table or stomping the floor, so the person can feel the vibration</li> <li>● Asking another person to tap the person</li> <li>● When book-sharing, use the book and facial expressions to redirect attention to the book</li> </ul> <ul style="list-style-type: none"> <li>● Discuss examples of attention-getting behaviors that are not recommended.</li> <li>● Practice appropriate attention-getting strategies.</li> <li>● View the <a href="#">ELDI: Visual Attention Getting Strategies</a> video on the CSDB YouTube Channel <a href="http://www.youtube.com/csdbchannel">www.youtube.com/csdbchannel</a> Early Literacy Development playlist</li> <li>● View: <a href="#">Deaf Readers Use Attention Maintenance Strategies</a> at Laurent Clerc National Deaf Education Center website.</li> </ul>
<p style="text-align: center;"><b>SIGN LANGUAGE GOAL</b></p> <p><b>5. Use a variety of signs in addition to common nouns and verbs, e.g. dirty, tomorrow, same, slowly, two, etc. (See CSRP vocabulary lists.)</b></p>	<p><b>Description and Strategies for Developing Skill:</b>  Growing your sign language vocabulary means more communication, more laughter and fun, a deeper level of language and a stronger relationship with your child. Vocabulary knowledge is the single most important factor contributing to reading comprehension.</p> <ul style="list-style-type: none"> <li>● Use vocabulary-building activities with the CSRP thematic word lists included in each book bag.</li> <li>● Use the vocabulary games included in the CSRP Game Bags to build vocabulary related to topics.</li> <li>● View sign language video clips at <a href="http://YouTube.com/csdbchannel">YouTube.com/csdbchannel</a> and other sites.</li> <li>● View sign language stories referenced on the Online Resources document.</li> </ul> <p>-Help your child increase their vocabulary by using vocabulary building strategies based on <b>Thirty Million Words</b> by Dr. Dana Suskind.</p> <ul style="list-style-type: none"> <li>● <b>Tune In</b> by paying attention to what your child is focused on or communicating with you.</li> <li>● <b>Talk More</b> with your child using lots of descriptive words to build his or her vocabulary</li> <li>● <b>Take Turns</b> with your child by engaging in his or her conversation.</li> </ul>

**SIGN LANGUAGE GOAL**

**6. Use inflecting verbs appropriately (noun-verb-object agreement), e.g., YOU-GIVE-ME, SHE-TEACH-YOU, I-HELP-THEM, etc.**

**Description and Strategies for Developing Skill:**

Many ASL verbs allow the signer to indicate the subject and object by changing the direction of one of the signs.

**ASL Inflecting Verb Examples:** [ASL GLOSS – printed word representing ASL sign]

GIVE	I-GIVE-YOU	YOU-GIVE-HER/HIM	YOU-GIVE-ME	HE-GAVE-THEM
HELP	I-HELP-YOU	YOU-HELP-HER/HIM	YOU-HELP-ME	YOU-HELP-THEM
TELL	I-TELL-YOU	YOU-TELL-HER/HIM	YOU-TELL-ME	I-TELL-THEM

Practice various ways to sign each inflecting verb with your instructor and add them to your daily conversation with your child.

Inflecting Verbs:

Help	inform	attend
show	take	blame
ask	give	beat
copy	borrow/loan	bother
tell	distribute	force
send	trade/exchange	invite
pay	look at	join
respect	teach	tease

**SIGN LANGUAGE GOAL**

**7. Use the appropriate signs for pronouns in ASL (singular, plural, possessive).**

**Description and Strategies for Developing Skill:**

Pronoun use in ASL is the same as in English, you need to identify the noun before you use the pronoun. Personal pronouns are formed by pointing with the index finger, e.g. I, you, he, she, they, we, it. Possessive pronouns are formed by using a flat palm, e.g. my, your, her, his, their, our, its.

- Practice pronoun use in conversation. Identify the person first, then use the correct pronoun.
- Practice pronoun use while story sharing with your child.

**SIGN LANGUAGE  
GOAL**

**8. Sign WH and Yes/No questions appropriately (both facial expression and word order).**

**Description and Strategies for Developing Skill:**

ASL incorporates facial expression as part of the grammar of the language. These are called Non-Manual Signals (NMS).

- Yes/No Question- eyebrows are **raised**.
- WH Questions: who, what, where, why, how, when- eyebrows are **lowered**.

-Practice questions with any book that has questions in the text.

-Practice using the correct ASL facial expressions for questions about the story before, during and after reading.

-Practice asking questions using the correct facial expression.

**Examples:** "English" [ASL GLOSS – printed word representing ASL sign]

- "Do you ski?" [YOU SKI YOU?]
- "Where is your dog?" [YOUR DOG WHERE?]
- "What is your favorite game?" [YOUR FAVORITE GAME WHAT?]
- "How old are you?" [AGE YOU?]
- "When is your birthday?" [YOUR BIRTHDAY WHEN?]

-View video clips explaining the use of Non-Manual Signals in ASL, e.g., facial grammar, eyebrow/mouth movements and head and body shifts or tilts

-View videos on the CSDB YouTube channel, [www.youtube.com/csdbchannel](http://www.youtube.com/csdbchannel) -

- [Come and Learn ASL! WH Questions](#)
- [Come and Learn ASL! Yes/No Questions](#)

**Books:**

- *What's Up Duck? (Book Bag D)*
- *How Do Dinosaurs Learn Their Colors? by Jane Yolen (Book Bag G)*
- *Guess What? by Mem Fox (Book Bag J)*
- *Is Your Mama a Llama? (Book Bag M)*
- *Yo! Yes? by Chris Raschke (Book Bag Q)*

**SIGN LANGUAGE  
GOAL**

**9. Select correct signs  
for concepts  
expressed**

**Description and Strategies for Developing Skill:**

In English, there are many words that are spelled or pronounced the same way, but have different meanings dependent on context. Signs in ASL follow the meaning of the word. The word 'LIKE' is signed in a variety of ways, dependent on the concept of the word in the sentence. Be sure to sign the correct concept of the ASL word to match the sentence's meaning.

Practice the ASL signs for English words with multiple meanings.

Play multiple meanings vocabulary game. Choose card with a word and sign sentences using different signs for the same word.

**Examples:** "English" [ASL GLOSS – printed word representing ASL sign]

Run	<ul style="list-style-type: none"> <li>• "A boy runs." [BOY RUN]</li> <li>• "Water runs from the faucet." [WATER CL:4 shake up and down]</li> <li>• "The river runs." [RIVER CL:5 (both hands) palm down, wiggle out]</li> <li>• "run a meeting" [MEETING CONTROL]</li> </ul>
Like	<ul style="list-style-type: none"> <li>• "He likes movies." [MOVIE (point-he) LIKE]</li> <li>• "The movie is like the book." [MOVIE BOOK SAME]</li> <li>• "Joy looks like her sister." [JOY (point left) SISTER (point right) APPEARANCE SAME]</li> </ul>
Over	<ul style="list-style-type: none"> <li>• "Class is over." [CLASS FINISH]</li> <li>• "Practice your spelling words over and over." [SPELL PRACTICE AGAIN AGAIN]</li> <li>• "Come over tomorrow." [TOMORROW COME (toward chest) TOMORROW]</li> </ul>
Phrases	<p>"Get up." [CL:V(bent) flip onto flat palm]</p> <p>"Get in bed." [CL:O(flat) CL:U slide into CL:O (flat)]</p> <p>"Get in the car." [CL:C CL:V (bent) flip onto CL:C]</p> <p>"I get it." [I UNDERSTAND]</p>

See the Multiple Meaning Lists (adapted from Fairview) by grade level.

View videos: CSDB YouTube channel- [Multiple Meaning Words in ASL](#)

**Books:**

- *I Love Trucks (Bag B)*
- *Five Little Monkeys Sitting in a Tree (Bag E)*
- *Quick as a Cricket (Bag H)*
- *Sometimes I Feel Like a Storm Cloud (Bag L)*
- *How to Babysit a Grandma (Bag O)*



**SIGN LANGUAGE  
GOAL**

**10. Use a sufficient amount of signs to convey meaning**

**Description and Strategies for Developing Skill:**

American Sign Language (ASL) is a unique language where the shape, movement, and placement of the hands all play important roles in conveying meaning. It has its own grammar, structure, idioms and phrases that are different from English. There is no one-to-one correspondence between the two languages\*.

- Use vocabulary-building activities with the CSRP thematic word lists included in each book bag.
- Use the vocabulary games included in the CSRP Game Bags to build vocabulary related to topics.
- Use activities in the CSRP Game Bags for vocabulary development and fun.

-Use scaffolding techniques in conversation: Model back what is said then expand the sentence.

- Model fluent storytelling by signing the entire book in ASL.
- Use enough sign to show the story and concepts from the text.
- Support natural language learning, model language slightly higher than what is being used.
- Describe characters. (appearance, traits, personality, feelings)
- Include any background information related to the story or the characters. This will help the child understand the concepts in the story.

**Examples:** "English" [ASL GLOSS – printed word representing ASL sign]

The child says:	Adult response for children with emerging language skills:	Adult response for children with more advanced language skills:
"I want book"	[BEAR BOOK WANT YOU] "You want the bear book."	[BEAR BOOK WANT ME-GIVE-YOU] "You want me to give you the bear book?"
"Ball"	[BALL GREEN] "Green ball."	[BALL BIG GREEN SAM HAVE] "Sam has the big, green ball."
"Cat run"	[CAT SCARED RUN] "The scared cat runs."	[CAT SCARED TREE CL:V (bent) RUN-UP] "The scared cat runs up the tree."
"boy"	[BOY SWING] "The boy swings. "	[BOY – HE SWING LAUGH] "The boy swings and laughs."

**SIGN LANGUAGE GOAL**

**11. Use ASL word order, which differs from English, such as *object-subject-verb*, *rhetorical questions*, *WH bracketing*, etc.**

**Description and Strategies for Developing Skill:**

American Sign Language (ASL) is a unique language where the shape, movement, and placement of the hands all play important roles in conveying meaning. It has its own grammar, structure, idioms and phrases that are different from English. There is no one-to-one correspondence between the two languages.\*

ASL, similar to other languages, has a structure that differs from English. Some common orders for words in ASL include:

Structure	ASL Gloss	English
Object-Subject-Verb	<b>STORE-ME-GO</b>	I am going to the store.
Conditional (Important to include correct NMS)	<b>IF-SNOW-SCHOOL-CLOSE</b>	School will be closed if it snows.
Rhetorical Question	<b>ME-EXCITED-WHY-ME-SEE-GRANDMA</b>	I am excited because I will see Grandma!
Time- object- subject-verb	<b>YESTERDAY-COOKIE-I-BAKE</b>	I baked cookies yesterday.
WH bracketing	<b>WHY-LAUGH-WHY</b>	Why are you laughing?

Note that ASL does not use BE verbs, such as am, is, was, were. Nor does it use articles (a, an, the).

**SIGN LANGUAGE GOAL**

**12. Use fingerspelling when appropriate.**

**Description and Strategies for Developing Skill:**

- Fingerspelling is an important link in helping a child who is Deaf or Hard of hearing learn English and learn to read.
- Early exposure to fingerspelling correlates with stronger reading skills
- Fingerspelling, reading, and writing are interrelated.
- Fingerspelling helps English vocabulary growth.
- Those who are good fingerspellers are good readers and spellers, and vice versa.

[Importance of Fingerspelling for Reading](#) article from Visual Language Visual Learning

- Practice fingerspelling to improve. Fingerspell to children at a normal rate.
- Practice lexicalized fingerspelling (#JOB, #WHAT, #BUSY, #DO-DO, #EARLY)
- Practice incorporating fingerspelling in booksharing. Point to the word in the book, sign, fingerspell and point again to the printed word in the book.

	<ul style="list-style-type: none"> <li>● View videos on the CSDB YouTube Channel, <a href="http://www.youtube.com/csdbchannel">www.youtube.com/csdbchannel</a>-Early Literacy Development playlist.</li> <li>● Make word cards from words from the text at the child’s level. <ul style="list-style-type: none"> <li>● <a href="#">Effective Book-sharing: Fingerspelling</a></li> <li>● <a href="#">Fingerspelling in ASL</a></li> </ul> </li> <li>● Make word cards from words from the text at the child’s level.</li> <li>● Play fingerspelling word games: Go Fish, Concentration, Guess the Word, etc.</li> <li>● Turn on the captions on the television. This helps the child connect to print and recognize letters as they are learning to read.</li> </ul>
<p style="text-align: center;"><b>SIGN LANGUAGE GOAL</b></p> <p><b>13. Use role-shifting appropriately with two or more characters.</b></p>	<p><b>Description and Strategies for Developing Skill:</b>  Role shifting is commonly used in ASL to differentiate between two or more characters or people in a story or message.</p> <p>Role Shifting includes:</p> <ul style="list-style-type: none"> <li>● Body shifting</li> <li>● Head shifting &amp; tilting</li> <li>● Eye gaze</li> <li>● Facial expressions</li> <li>● Character traits/mannerisms</li> </ul> <p>Body shifting, gaze shifting, and head shifting are the common role shifting techniques. They can be used to represent two roles or characters of different heights (e.g. an adult and a child, a human and a pet, a cat on the tree branch and a human on the ground, etc).</p> <p><b>Role Shifting Practice</b></p> <ul style="list-style-type: none"> <li>● <i>Use one of the books listed below or any book that includes dialogue with two characters to practice, e.g. Goldilocks and the Three Bears, Little Red Riding Hood, etc.</i></li> <li>● <i>Use two figurines/dolls or a picture and create a dialogue between them using role-shifting.</i></li> </ul> <p><b>Books:</b></p> <ul style="list-style-type: none"> <li>● <i>Brown Bear, Brown Bear, What Do You See? (Bag E)</i></li> <li>● <i>Is Your Mama a Llama? (Bag M)</i></li> <li>● <i>The Kissing Hand (Bag M)</i></li> <li>● <i>What Pet to Get? (Bag O)</i></li> <li>● <i>Splat the Cat (Book P)</i></li> <li>● <i>Yo! Yes? (Bag Q)</i></li> </ul>

**SIGN LANGUAGE  
GOAL**

**14. Use space  
appropriately in ASL**

**Description and Strategies for Developing Skill:**

The use of the space around the signer is a very important feature in ASL. In conversation, space is used to set up and refer back to people, places or things.

A referent may be set up by signing a noun, e.g., Grandma, and then pointing to a certain spot in the signer's sign space. The signer can later refer back to that noun by pointing to its associated location or by incorporating the location into the motion of a verb, e.g., Grandma walked to the store. She bought some milk. Several referents can be used as pronouns in a conversation, e.g., teacher on the right, student on the left. Once the noun is set up in its location, a classifier can be used to show its movement, location, and appearance.

Teach classifiers for objects and people with prepositions, such as:

**Examples:** "English" [ASL GLOSS – printed word representing ASL sign]

- "The cat is under the table." [TABLE CAT CL:V (BENT) (under the table)]
- "The dog is on the bed." [BED DOG CL:V (BENT) (on the bed)]
- "The cup is on the counter." [TABLE-counter CUP CL:C (on the counter)]
- "The girl is sitting next to the tree." [TREE (hand stays) GIRL CL:V (BENT) (next to the tree)]

-Practice setting up referents in space: boy on one side, mom on the other side.

-Practice describing the setting from a picture or the illustrations in a book.

-Use real objects to set up a scene and take turns describing the scene.

**Books:**

- *Gossie by Olivier Dunrea (Bag G)*
- *Jack and the Beanstalk by Steven Kellogg (Bag J)*
- *Sloth Slept On by Frann Preston-Gannon (Bag N)*
- *The True Story of the 3 Little Pigs! by Jon Scieszka (Bag P)*
- *Caps for Sale (Bag R)*

**SIGN LANGUAGE  
GOAL**

**15. Use classifiers  
appropriately.**

**Description and Strategies for Developing Skill:**

Classifiers are handshapes that are used in American Sign Language (ASL) to represent nouns and verbs. Classifiers show movement, location, and appearance. After a signer identifies a person or thing, a classifier can be used in its place to show where and how it moves, what it looks like and/or where it is located. A classifier can function as both a noun and a verb at the same time, e.g., the car zooms up the hill, the person walks slowly toward the school, several dogs sit in a row.

Classifiers are used often and are an important part of ASL. They are an essential part of storytelling and poetry in ASL. Learning and understanding classifiers can significantly improve sign language skills.

There are nine categories of classifiers. Three examples:

- Locative Classifier: Shows the location of an item and/or how something moves
  - showing a cup on the right side of a table
  - show a ball rolling
- Semantic Classifier: Shows how objects and people move
  - show how two women walk together
  - show truck driving by
- Instrumental Classifier: Shows how a person uses an object, typically with the hands
  - Turn on the water
  - Stir drink in a mug

**Strategies to develop classifier skills:**

-Practice using classifiers

- for objects and people in conversation
- to describe the setting from a picture or the illustrations in the book.
- by using toy objects to set up an environment and talk about it.
- to describe characters from the book using classifiers, what they look like, how they move.

View [Come and Learn ASL! Classifiers](https://www.youtube.com/c/cfdbchannel) video at YouTube.com/cfdbchannel.

**Books:**

- *Cookie's Week (Bag F)*
- *The Mitten (Bag I)*
- *Journey (Bag O)*
- *Animals Should Definitely Not Wear Clothing (Bag M)*

## Book Sharing/Language Facilitation Strategies using Sign Language

### **BOOK SHARING GOAL**

**16. Position self and book so sign, facial expression and print can all be seen at the same time.**

#### ***Description and Strategies for Developing Skill:***

It can be challenging to hold a book and sign. It's important to keep the text, pictures and the signer's face visible to the child while sharing a book. Always face your child while signing a book.

- Practice ways to hold the book:
  - Use a book holder
  - Place the book on the signer's lap facing the child
  - Have the child hold the book near the signer
  - Have another adult hold the book near the signer
- View the video, [Holding a Book While Signing](#) on the CSDB YouTube Channel, [www.youtube.com/csdbchannel](http://www.youtube.com/csdbchannel)-Early Literacy Development playlist.
- View SRP Principles #2 and practice the strategy. [Deaf Readers Keep Both Languages Visible](#) at Laurent Clerc National Deaf Education Center website.

### **BOOK SHARING GOAL**

**17. Look at the child, not just at the book.**

#### ***Description and Strategies for Developing Skill:***

Maintaining eye contact is important for successful communication in ASL. While signing, if one person looks away, **wait** until they look back before continuing to sign. Model and practice waiting for eye contact during story sharing. Practice looking from the book to the child. SRP Principle #11 Deaf readers use eye gaze to elicit participation.

View [Deaf Readers Use Eye Gaze to Elicit Participation](#) video of adults who are Deaf reading stories to children.

<p><b>BOOK SHARING GOAL</b></p> <p><b>18. Allow the child time to look at the pictures before signing the text.</b></p>	<p><b>Description and Strategies for Developing Skill:</b>  A child who is hearing is able to look at a picture in a book while listening to the story at the same time. A child who is deaf/hard of hearing needs time to attend to the picture <b>before</b> shifting attention to the person signing the story. Wait until the child looks at the signer to begin reading the story or asking questions.</p> <p><b>-Joint Visual Attention:</b> Help the child develop joint visual attention skills. Children learn to shift their eye gaze between objects, such as a shared book and the signer from an early age. This ability helps the child’s vocabulary, language and literacy development. Read more about this skill at the following link.  <a href="http://v12.gallaudet.edu/files/2213/9216/6287/research-brief-5-eye-gaze-and-joint-attention.pdf">http://v12.gallaudet.edu/files/2213/9216/6287/research-brief-5-eye-gaze-and-joint-attention.pdf</a></p> <p><b>Strategies</b></p> <ul style="list-style-type: none"> <li>• Look at the picture with the child.</li> <li>• Allow enough wait time for each page, before beginning.</li> <li>• Regain the child’s attention after they look at the page.</li> <li>• Practice exploring a page and shifting attention with books such as <i>I Spy J. Marzolla</i> or <i>Where’s Waldo? By M. Handford</i>.</li> </ul>
<p><b>BOOK SHARING GOAL</b></p> <p><b>19. Mention the book’s title and author</b></p>	<p><b>Description and Strategies for Developing Skill:</b>  Practice fingerspelling and signing the title and author. Identify the author as a man or woman so the child connects that this is a name of a person.</p> <ul style="list-style-type: none"> <li>• Use appropriate terminology- title, author</li> <li>• Find a picture of the author and other books that they have written and discuss with the child.</li> </ul>

<p><b>BOOK SHARING GOAL</b></p> <p><b>20. Adjust sign placement to fit the story, e.g. sign on the child or on the book.</b></p>	<p><b>Description and Strategies for Developing Skill:</b>  Varying placement of signs will keep the child interested and engaged during story sharing. In the same way that vocal intonation keeps the listener interested, variations in signs and sign placement helps hold the viewer’s attention.</p> <p>Vary sign placement during story sharing:</p> <ul style="list-style-type: none"> <li>• Sign on the child</li> <li>• Sign on the book</li> <li>• Sign in usual place</li> </ul> <p>Practice with the following books:</p> <table border="1" data-bbox="575 529 1906 768"> <tr> <td>My Clothes Mi Ropa- Bag B</td> <td>Sign clothing on child’s body</td> </tr> <tr> <td>The Very Hungry Caterpillar- Bag F</td> <td>Sign ‘caterpillar’ on the book and show the caterpillar eating the foods on each page</td> </tr> <tr> <td>Ten Little Fingers and Ten Little Toes- Bag G</td> <td>Sign numbers on the child’s fingers and toes</td> </tr> <tr> <td>Rosie’s Walk-Bag K</td> <td>Sign on the book showing Rosie walking around the barnyard.</td> </tr> </table>	My Clothes Mi Ropa- Bag B	Sign clothing on child’s body	The Very Hungry Caterpillar- Bag F	Sign ‘caterpillar’ on the book and show the caterpillar eating the foods on each page	Ten Little Fingers and Ten Little Toes- Bag G	Sign numbers on the child’s fingers and toes	Rosie’s Walk-Bag K	Sign on the book showing Rosie walking around the barnyard.
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<p><b>BOOK SHARING GOAL</b></p> <p><b>21. Refer to items or words in the book by pointing at them</b></p>	<p><b>Description and Strategies for Developing Skill:</b>  As you read with your child, read the text in sign and point to the object in the illustration and the printed text. For example, sign <b>HONEY-BEAR-EAT</b> “The bear is eating honey.” , point to the bear, point to the word bear and sign bear again. Allow the child enough time to look at the page, pictures and text before continuing with the story.</p> <p><b>-Joint Visual Attention:</b> Help the child develop joint visual attention skills. Children learn to shift their eye gaze between objects, such as a shared book and the signer from an early age. This ability helps the child’s vocabulary, language and literacy development. Read more about this skill at the following link.</p> <p><a href="http://v12.gallaudet.edu/files/2213/9216/6287/research-brief-5-eye-gaze-and-joint-attention.pdf">http://v12.gallaudet.edu/files/2213/9216/6287/research-brief-5-eye-gaze-and-joint-attention.pdf</a></p>								



<p><b>BOOK SHARING GOAL</b></p> <p><b>22. Relate people/objects in the book to items in the immediate environment and/or use props to help tell the story.</b></p>	<p><b>Description and Strategies for Developing Skill:</b></p> <p>The use of props (toys, stuffed animals) and real objects during or after sharing a story makes reading more engaging and fun for the child. Visual aids, such as props and pictures, make story sharing a more enriched experience and help the child develop the important literacy skill of retelling by making connections.</p> <ul style="list-style-type: none"> <li>• Use the props and games provided in the CSRP Activity Bag to connect to the story, such as the use of toy animals or people to act out the story during or after book sharing.</li> <li>• Have the child retell the story using props after it is shared.</li> <li>• Use pictures from the story to connect to the environment before, during or after the reading. Pictures can be found by using Google Images and/or real pictures from experiences.</li> <li>• Connect the book to your home environment and previous experiences.</li> </ul> <p>“Remember when you went to the zoo? This elephant is the same as the one at the zoo.”</p> <p>REMEMBER-ZOO-YOU-FINISH-GO? ELEPHANT (point at zoo space, point at elephant in the book) SAME (sign SAME between zoo and book)</p> <p>Help the child build background knowledge:</p> <ul style="list-style-type: none"> <li>• Discuss possible outings and activities related to the book.</li> <li>• View videos on YouTube on topics in the book, i.e. the zoo, astronauts, etc.</li> <li>• Borrow books from the library related to the topic.</li> <li>• Role play or act out scenes from the book using toys/props.</li> </ul> <p>-View <a href="#">Book-sharing: Making Connections to the Story</a> on the CSDB YouTube Channel</p>
	<p><b>Books:</b></p> <ul style="list-style-type: none"> <li>• <b><i>Animals Should Definitely Not Wear Clothing</i></b>, match clothes in the story to the child’s clothing.</li> <li>• <b><i>Cookie’s Week</i></b>, find objects in the book in the home, such as the trashcan, plants, etc.</li> <li>• <b><i>Noodle Loves the Beach</i></b>, pair all of the pictures of beach items with 3-Dimensional objects and place them in the order that they appear in the book.</li> <li>• <b><i>The Three Bears</i></b>, act out the story using small, medium and large objects and emphasize the various ways of moving according to size.</li> </ul>

**BOOK SHARING GOAL**

23. Repeat back and expand on the child’s comments.

**Description and Strategies for Developing Skill:**

Scaffolding is a way to help children reach higher-level skills by building on and extending their existing language skills. Families can introduce new vocabulary by building on the language that the child already has.

- Use scaffolding techniques in conversation: Model back what is said then expand the sentence.
- Model fluent storytelling by signing the entire book in ASL.
- Use enough sign to show the story and concepts from the text.
- Support natural language learning, model language slightly higher than what is being used.
- Describe characters. (appearance, traits, personality, feelings)
- Include any background information related to the story or the characters. This will help the child understand the concepts in the story.

**Scaffolding**

**Examples:** “English” [ASL GLOSS – printed word representing ASL sign]

The child says:	Adult response for children with emerging language skills:	Adult response for children with more advanced language skills:
“I want book”	[BEAR BOOK WANT YOU] “You want the bear book.”	[BEAR BOOK WANT ME-GIVE-YOU] “You want me to give you the bear book?”
“Ball”	[BALL GREEN] “Green ball.”	[BALL BIG GREEN SAM HAVE] “Sam has the big, green ball.”
“Cat run”	[CAT SCARED RUN] “The scared cat runs.”	[CAT SCARED TREE CL:V (bent) RUN-UP] “The scared cat runs up the tree.”
“boy”	[BOY SWING] “The boy swings.”	[BOY – HE SWING LAUGH] “The boy swings and laughs.”

<p><b>BOOK SHARING GOAL</b></p> <p><b>24. Elaborate on the picture/story in addition to reading the text.</b></p>	<p><b>Description and Strategies for Developing Skill:</b></p> <p>Illustrations in children’s literature provide an opportunity for deeper understanding, while helping the child engage in the story and fosters language development.</p> <ul style="list-style-type: none"> <li>● Share the story using ASL to convey the meaning of the story, instead of signing the text word-for-word in English.</li> <li>● <b>Picture Walk:</b> Before sharing the story, look at the pictures in the book and discuss what is happening in each picture. Ask the child to talk about the pictures and make predictions. This literacy strategy helps the child learn to use picture cues to deepen comprehension. After discussing all of the pictures in the book, go back to the beginning and share the story using ASL. <a href="http://www.education.com/activity/article/picturewalk_kindergarten/?scrlybrkr=7df25705">http://www.education.com/activity/article/picturewalk_kindergarten/?scrlybrkr=7df25705</a></li> <li>● Practice pointing to the print, then translating the text into ASL to develop the skill of bridging between English and ASL.</li> <li>● Practice using picture books without words (use wordless books from CSRP Book Bag, ex: <i>Tuesday</i> by David Wiesner)</li> </ul>
<p><b>BOOK SHARING GOAL</b></p> <p><b>25. Connect fingerspelling to print in the book</b></p>	<p><b>Description and Strategies for Developing Skill:</b></p> <ul style="list-style-type: none"> <li>● Fingerspelling is an important link in helping a child who is Deaf or Hard of hearing learn English and learn to read.</li> <li>● Early exposure to fingerspelling correlates with stronger reading skills</li> <li>● Fingerspelling, reading, and writing are interrelated.</li> <li>● Fingerspelling helps English vocabulary growth.</li> <li>● Those who are good fingerspellers are good readers and spellers, and vice versa.</li> </ul> <p><a href="#">Importance of Fingerspelling for Reading</a> article from Visual Language Visual Learning</p> <p><b>Strategies</b></p> <ul style="list-style-type: none"> <li>● Practice fingerspelling to improve. Fingerspell to children at a normal rate.</li> <li>● Practice lexicalized fingerspelling (#JOB, #WHAT, #BUSY, #DO-DO, #EARLY)</li> <li>● Practice incorporating fingerspelling in book sharing. Point to the word in the book, sign, fingerspell and point again to the printed word in the book.</li> <li>● View videos on the CSDB YouTube Channel, <a href="http://www.youtube.com/csdbchannel">www.youtube.com/csdbchannel</a>-Early Literacy Development playlist. <ul style="list-style-type: none"> <li>● <a href="#">Effective Book-sharing: Fingerspelling</a></li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>● <a href="#">Fingerspelling in ASL</a></li> <li>● Make word cards from words from the text at the child’s level.</li> <li>● Make word cards from words from the text at the child’s level.</li> <li>● Play fingerspelling word games: Go Fish, Concentration, Guess the Word, etc.</li> <li>● Turn on the captions on the television. This helps the child connect to print and recognize letters as they are learning to read.</li> </ul>
<p><b>BOOK SHARING GOAL</b></p> <p><b>26. Fingerspelling: Incorporate chaining/ sandwiching techniques</b></p>	<p><b>Description and Strategies for Developing Skill:</b> Fingerspelling is an important link in helping a child who is Deaf or Hard of hearing learn English and learn to read.</p> <p>There are two fingerspelling techniques that help children improve literacy.</p> <p>☐ <b>Sandwiching:</b> The word or phrase is spelled to the child, then signed, then spelled again. An example would be, <i>B-A-L-L-O-O-N BALLOON B-A-L-L-O-O-N I SEE (point to sky) (Emphasizing the spelling of the word)</i> <i>OR BALLOON B-A-L-L-O-O-N BALLOON I SEE (point to sky)(Emphasizing the sign for the word)</i></p> <p>☐ <b>Chaining:</b> Sign BALL, point to the word in the book, fingerspell it, sign BALL, point again. <i>BALL (point word ball), B-A-L-L BALL (point to the word ball again)</i></p> <ul style="list-style-type: none"> <li>● Practice fingerspelling to improve. Fingerspell to children at a normal rate.</li> <li>● Practice lexicalized fingerspelling (#JOB #WHAT #BUSY #DO-DO #EARLY)</li> <li>● Practice incorporating fingerspelling in booksharing.</li> <li>● Make word cards from words from the text at the child’s level.</li> <li>● Play fingerspelling word games: Go Fish, Concentration, Guess the word, etc.View videos on the CSDB</li> </ul> <p>View videos on the CSDB YouTube Channel, <a href="http://www.youtube.com/csdbchannel">www.youtube.com/csdbchannel</a>-Early Literacy Development playlist.</p> <ul style="list-style-type: none"> <li>● <a href="#">Effective Book-sharing: Fingerspelling</a></li> <li>● <a href="#">Fingerspelling in ASL</a></li> </ul> <p>Read <a href="#">The Importance of Fingerspelling For Reading</a>.</p>

<p><b>BOOK SHARING GOAL</b></p> <p><b>27. Ask questions before, during and/or after reading the story</b></p>	<p><b>Description and Strategies for Developing Skill:</b></p> <p>The ability to generate mental questions while reading, listening, or viewing something boosts attention and strengthens comprehension. When you ask yourself questions about the information you are receiving, you are paying attention, self-monitoring, and actively constructing knowledge. Modeling questioning and discussion of the student’s responses helps them develop this skill.</p> <ul style="list-style-type: none"> <li>● Practice signing questions about the story.</li> <li>● Ask at least 3 questions per story.</li> <li>● Use questions provided in the CSRP Welcome folder or search for literacy question lists online.</li> <li>● After viewing the videos below, practice signing YES/NO and WH questions.</li> <li>● View and discuss videos on the CSDB YouTube Channel, <a href="http://www.youtube.com/csdbchannel">www.youtube.com/csdbchannel</a>. <ul style="list-style-type: none"> <li>○ <a href="#">Effective Book-sharing: Before, During and After Questions</a></li> <li>○ <a href="#">Come and Learn ASL! WH Questions</a></li> <li>○ <a href="#">Come and Learn ASL! Yes/No Questions</a></li> </ul> </li> </ul>
<p><b>BOOK SHARING GOAL</b></p> <p><b>28. Allow enough time for the child to respond to questions/comments</b></p>	<p><b>Description and Strategies for Developing Skill:</b></p> <p>Children learn best when adults are responsive to them and have a positive attitude. During conversation, adults typically wait less than 1 second for responses to questions. Allowing children time to think before answering or responding can have a significant impact on language and learning. Children also benefit from adults who continue the child’s topic by responding with a related comment or question.</p> <ul style="list-style-type: none"> <li>● Practice turn-taking in conversation when interacting with the child.</li> <li>● Follow the child’s lead. (Principle #5)</li> <li>● Confirm, question, rephrase and expand the child’s message.</li> <li>● Make sure to get the child’s attention before beginning to sign.</li> </ul> <p>View Videos:</p> <p><a href="#">Supporting Language In the Home</a> on the CSDB YouTube Channel at <a href="http://www.youtube.com/csdbchannel">www.youtube.com/csdbchannel</a>.  <b>15 Principles for Reading to Deaf Children ASL clip -<a href="#">Deaf Readers Follow the Child’s Lead</a></b>  at Laurent Clerc National Deaf Education Center website.</p>

<p><b>BOOK SHARING GOAL</b></p> <p><b>29. Relate events/characters/emotions in the book to past events the child or family has experienced</b></p>	<p><b>Description and Strategies for Developing Skill:</b>  Students gain a deeper understanding of a story when they make connections to the book. Modeling how to make connections to the story helps the child learn to make personal connections to a text on their own.</p> <p>While sharing a story with the child, model and discuss</p> <ul style="list-style-type: none"> <li>● events and experiences in the book that are similar to events in their lives</li> <li>● similarities between the child and the character</li> <li>● emotions of the character that are similar to the child</li> </ul> <p>Review emotions signs and play games to build vocabulary.  Help your child build and connect background knowledge:</p> <ul style="list-style-type: none"> <li>● Recommend outings and activities related to the book.</li> <li>● View videos on YouTube related to content in the book.</li> <li>● Borrow books from the library related to the topic.</li> <li>● Use an app (Picture Collage, PicPlayPost) to create various projects including pictures of family members showing different activities/characters/emotions.</li> <li>● Engage in creative play using materials related to the topic, e.g., toys, models, picture cards, etc.</li> <li>● Do cooking and art projects related to the book.</li> </ul>
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<p><b>BOOK SHARING GOAL</b></p> <p><b>30. Comment on or ask about the character's emotions or intentions</b></p>	<p><b>Description and Strategies for Developing Skill:</b></p> <p>“Theory of mind” is the ability to understand our own and other’s mental states- beliefs, intents, desires, motives and feelings. Development of this ability helps social functioning and school success and can be nurtured by discussing characters’ feelings and intentions and comparing these to the child’s.</p> <ul style="list-style-type: none"> <li>● Review and practice signs for emotions/feelings.</li> <li>● Play Emotions/Feelings games, such as Emotions BINGO, Matching games, (app: Bitsboard)</li> </ul>	
	<p><b>Examples:</b></p> <p>Talk about the characters’ feelings while sharing books.</p>	
	<p><b>ASL GLOSS – printed word representing ASL sign</b></p>	<p>“English”</p>
	<p><b>(point to specific character in book)—FEEL-WHAT</b> (wait for their response) <b>WHY</b></p>	<p>“How does _____ feel? And why?”</p>
	<p><b>DOG ESCAPE (point to Jake) HAPPY SAD WHICH</b></p>	<p>“Was Jake happy or sad when his dog ran away?”</p>
	<p>-Talk about the child’s feelings related to events in the book or their own events or activities:</p>	
	<p><b>ASL GLOSS – printed word representing ASL sign</b></p>	<p>“English”</p>
	<p><b>SCHOOL-FIRST-DAY-YOU-EXCITED-SCARED-NERVOUS-WHICH</b></p>	<p>Do you feel excited, scared or nervous for your first day of school?</p>
	<p><b>OLIVIA-SAD-WHY</b></p>	<p>Why was Olivia sad?</p>
	<p><b>Books:</b></p> <ul style="list-style-type: none"> <li>● <i>Guess How Much I Love You (Bag I)</i></li> <li>● <i>The Night Before Kindergarten (Bag L)</i></li> <li>● <i>The Kissing Hand (Bag J)</i></li> <li>● <i>Wemberly Worried (Bag M)</i></li> <li>● <i>Olivia! (Bag N)</i></li> </ul>	

## Resources:

- CSDB YouTube Channel: Various playlists with Early Literacy Development, ASL stories, topics for families and ASL instruction: [www.youtube.com/csdbchannel](http://www.youtube.com/csdbchannel)
- **CSDB Online Resources for Deaf/Hard of Hearing: List for websites and apps**
- **The Laurent Clerc National Deaf Education Center Website- [15 principles for Reading to Deaf Children](#)**

## References:

<https://nad.org/issues/american-sign-language/what-is-asl>

<http://www.lifeprint.com/asl101/lessons/lesson25.htm>

<http://www.ascd.org/publications/educational-leadership/mar10/vol67/num06/Teaching-Critical-Reading-with-Questioning-Strategies.aspx>

<http://www.handsandvoices.org/comcon/articles/socCogTheorMind.htm>

<http://v12.gallaudet.edu/files/2213/9216/6287/research-brief-5-eye-gaze-and-joint-attention.pdf>

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\*Nondiscrimination in relation to genetic information is applicable to employment only.