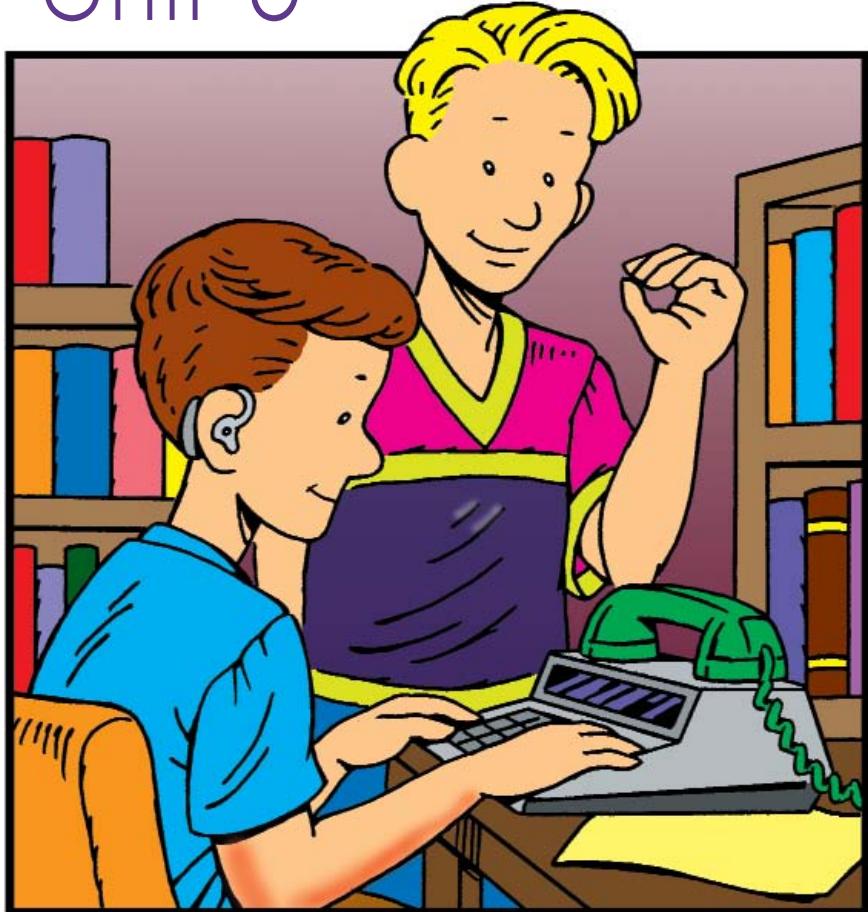


## Unit 3



# Technology and Communication

# Lesson Plan #3A

## Correlation to Sunshine State Standards, Florida Comprehensive Assessment Test (FCAT) and English as a Second Language (ESOL).

### Science - Nature of Science

Standard 1: The student uses the scientific processes and habits of mind to solve problems (SC.H.1.2).

Benchmarks	Addressed in Unit(s)	FCAT Benchmark?
SC.H.1.2.4 Knows that to compare and contrast observations and results is an essential skill in science.	2D; 3A	Yes

### Health - Responsible Health Behavior

Standard 3: The student knows how to use effective interpersonal communication skills that enhance health (HE.B.3.2).

Benchmarks	Addressed in Unit(s)	FCAT Benchmark?
HE.B.3.2.1 Understands the relationship between verbal and nonverbal communication.	3A; 3B; 3C	No

### Social Studies - Time, Continuity, and Change

Standard 1: The student understands historical chronology and the historical perspective (SS.A.1.2).

Benchmarks	Addressed in Unit(s)	FCAT Benchmark?
SS.A.1.2.1 Understands how individuals, ideas, decisions, and events can influence history.	3A	No

### Language Arts - Reading

Standard 2: The student constructs meaning from a wide range of texts (LA.A.2.2).

Benchmarks	Addressed in Unit(s)	FCAT Benchmark?
LA.A.2.2.1 Reads text and determines the main idea or essential message, identifies relevant supporting details and facts, and arranges events in chronological order.	1C; 1D; 2A; 2B; 2C; 3A; 3B; 3E	Yes
LA.A.2.2.5 Reads and organizes information for a variety of purposes, including making a report, conducting interviews, taking a test, and performing an authentic task.	1C; 1D; 2A; 2B; 2C; 3A; 3E	No

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## Lesson Plan #3A

### Language Arts – Writing

Standard 1: The student uses writing processes effectively (LA.B.1.2).

Benchmarks	Addressed in Unit(s)	FCAT Benchmark?
LA.B.1.2.1 Prepares for writing by recording thoughts, focusing on a central idea, grouping related ideas, and identifying the purpose for writing.	3A; 3E; 4-1	No

### Language Arts – Writing

Standard 2: The student writes to communicate ideas and information effectively (LA.B.2.2).

Benchmarks	Addressed in Unit(s)	FCAT Benchmark?
LA.B.2.2.6 Creates expository responses in which ideas and details follow an organizational pattern and are relevant to the purpose.	2C; 3A; 3E; 3F	No

Suggested ESOL Instructional Approach	Addressed in Unit(s)	ESOL Strategies	Addressed in Unit(s)
Whole Language Approach	2B, 3A, 3B, 3C	Cooperative Learning	1C, 3A, 3B, 3D

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## **Instructional Lesson Plan #3A**

Unit: **Technology and Communication**

Subject: **Hearing Loss Awareness**

Lesson Topic: **History of Sign Language**

Time: **One 45-minute period**

Program Outcome(s)/Goal(s)/Expectation(s): **Students will demonstrate the ability to read/communicate for a variety of purposes and respond through global understanding, interpretation, personal response and critical stance.**

Program Indicator(s): **Students will develop interpretation skills when reading to be informed.**

Student Outcome(s): **Students will sequence historical events using expository text and summarize information after reading.**

---

Context for Learning: The students will learn that there are different ways to communicate. They will discover that fingerspelling is not the only way to sign a message to someone else. Using articles and resources about the history of sign language, students will learn the sequence of historical events that have led to the style of sign language in use today.

The teacher will need the following materials:

- Manual Alphabet (Handout #1)
- History of Sign Language (Handout #2)
- Timeline of Events (Handout #3)
- Research Sheet (Handout #4)

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# Instructional Delivery

## Opening Activities/Motivation

Ask students how two people communicate their feelings to each other about a certain situation (i.e., they would talk to each other). Then ask if anyone knows how people with hearing loss communicate (i.e., they use sign language, write notes to each other, read lips). Explain that today, the students are going to try to communicate using sign language.

## Procedure

1. Read student outcomes together.
  2. Pass out the Manual Alphabet (Handout #1). Allow students to practice fingerspelling a word to their neighbor. Ask if they think this is a convenient method of communicating.
  3. Explain that fingerspelling is only a part of sign language (it would take too long to spell every word one needed to say). There is a visual system of signs called American Sign Language (ASL) which is a living language.
  4. Tell students that now they will read the History of Sign Language (Handout #2) and complete a Timeline of Events (Handout #3).
  5. Have students read with a partner and complete the timeline.
  6. Enrichment Activity: Work with a partner using Encarta or other reference materials to complete the Research Sheet (Handout #4), reporting on one of the people discussed in the History of Sign Language (Handout #2).
- 

## Assessment/Evaluation

Have students summarize what they learned about the history of sign language.

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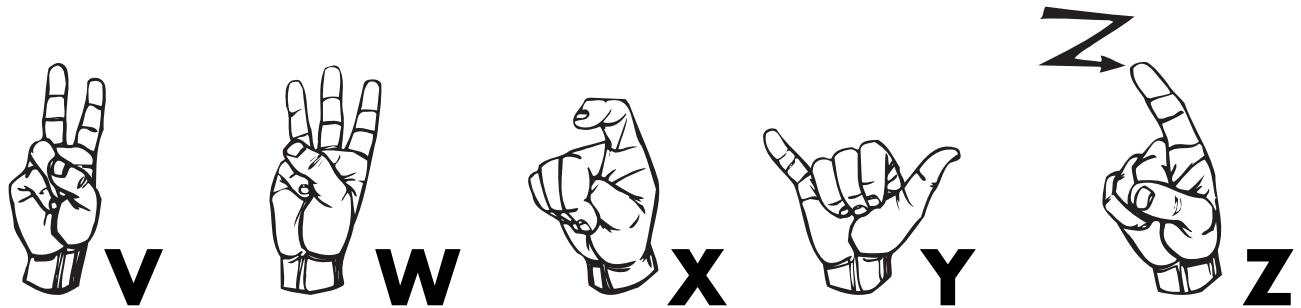
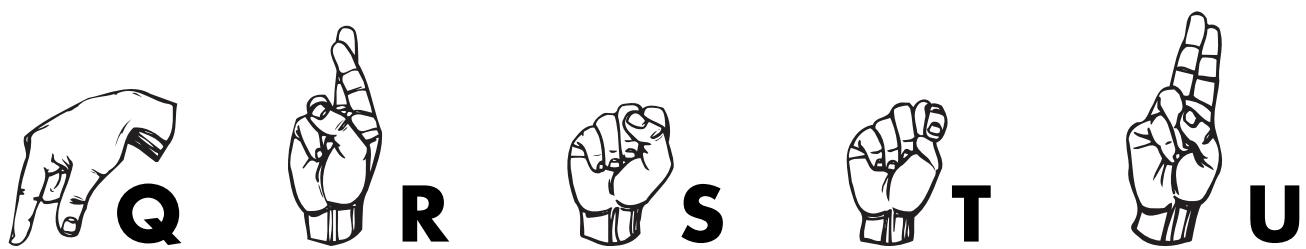
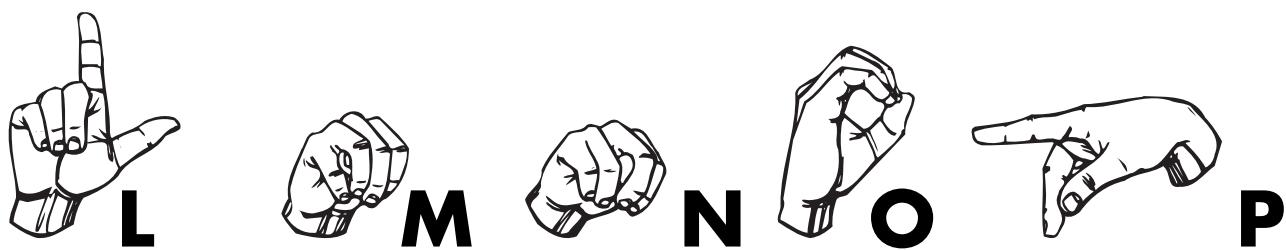
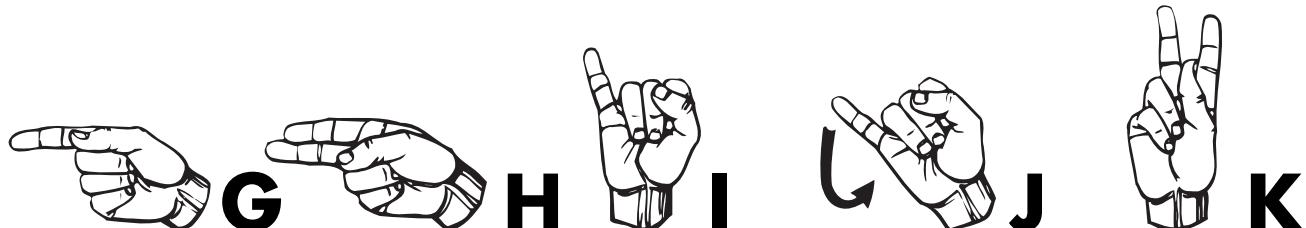
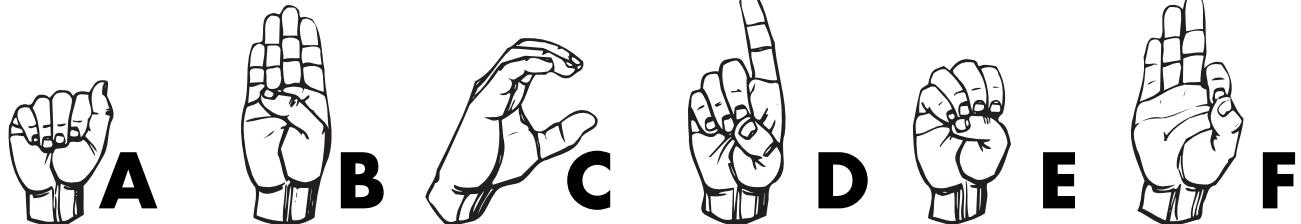
## Closure

Share a few summaries with the class and have students think about new signs needed for the future. Explain that as our spoken language changes, the need for new signs also develops. (Examples: during the past couple of decades, signs were developed for microwaves, beepers, computers, e-mail and the Internet.)

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## Handout #1 Manual Alphabet



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## **Handout #2 History of Sign Language**

No one really knows when and where sign language began. It is possible that sign language was used many, many years ago, before people knew how to communicate using speech. Once people began speaking, sign language was used less and less.

A long time ago, people who were deaf used sign language, but there were no schools for them to attend. Sign language was probably only known by small groups of people who were deaf and lived close together.

The first person we know who used sign language to teach deaf students was Pedro Ponce de Leon of Spain in 1500. Ponce de Leon was a monk. Monks take a vow of silence and do not talk while they are in the monastery. Over many years, they developed a series of signs that they used for everyday conversation. One day, two boys who are deaf went to the monastery and Ponce de Leon had to teach them. He first taught them sign language and fingerspelling. He taught the boys to read and write and later they learned to speak. He was the first known teacher of children who were deaf.

During the 1600's, another Spanish man, Juan Pablo Bonet, taught a boy who was deaf. Bonet wrote a book about teaching and included a one-hand manual alphabet in the book.

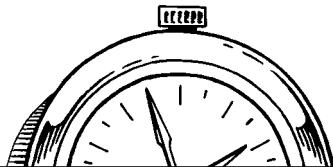
Thomas Hopkins Gallaudet lived in Hartford, Connecticut. In 1814, he met a young girl who was deaf and he wanted to teach her. He was sent to England and France to learn how to teach people who were deaf. Gallaudet came back to Hartford to start a school for students who were deaf. He knew that he could not run the school alone. He brought a teacher who was deaf from Paris, Laurent Clerc, to help start the school.

Gallaudet and Clerc opened the school on April 15, 1817. The school is now known as The American School for the Deaf. Gallaudet and Clerc used sign language to teach the children and trained many teachers in this method. The sign language that Gallaudet and Clerc brought to America spread as new teachers went to different states to start schools.

Many people who were deaf and lived in America already had their own system of signs at this time. When children who were deaf entered any of the new schools, they learned new signs, but they also taught their own signs to other students. Gradually, over many years, American Sign Language developed. Today, there are some differences in the signs used in different parts of the country, but the difference does not prevent people who are deaf from understanding each other. American Sign Language is a living language. With the development of technologies and the need to have signs for new words, new signs are being added by people who are deaf all the time.

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and  
Communication**





### **Timeline of Events**

Many years ago \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

First person to use sign  
language to teach \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

During the 1600's \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

First school for  
the deaf \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

In 1817 \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

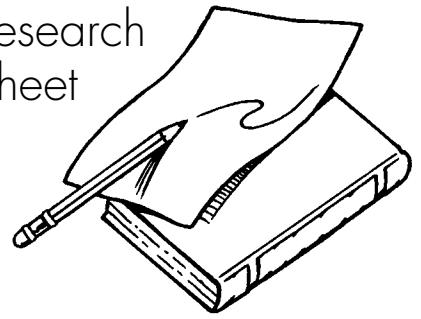
American Sign Language  
developed \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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## Handout #4

Research  
Sheet



**Name:**

**Date:**

A research report needs careful planning! Use this Research Sheet before you begin your report.

The topic of my report will be \_\_\_\_\_

---

---

Questions my report will answer:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Source(s) I will use:

---

---

Notes: \_\_\_\_\_

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# Lesson Plan #3B

## Correlation to Sunshine State Standards, Florida Comprehensive Assessment Test (FCAT) and English as a Second Language (ESOL).

### Health - Responsible Health Behavior

Standard 3: The student knows how to use effective interpersonal communication skills that enhance health (HE.B.3.2).

Benchmarks	Addressed in Unit(s)	FCAT Benchmark?
HE.B.3.2.1 Understands the relationship between verbal and nonverbal communication.	3A; 3B; 3C	No

### Foreign Language - Communication

Standard 3: The student presents information, concepts, and ideas to an audience of listeners or readers on a variety of topics (FL.A.3.2).

Benchmarks	Addressed in Unit(s)	FCAT Benchmark?
FL.A.3.2.1 Describes important people (e.g. family members and friends) and objects present in his or her everyday environment and in school.	3B	No

### Language Arts - Reading

Standard 1: The student uses the reading process effectively (LA.A.1.2).

Benchmarks	Addressed in Unit(s)	FCAT Benchmark?
LA.A.1.2.1 Uses a table of contents, index, headings, captions, illustrations, and major words to anticipate or predict content and purpose of a reading selection.	3B; 3F	No

### Language Arts - Reading

Standard 2: The student constructs meaning from a wide range of texts (LA.A.2.2).

Benchmarks	Addressed in Unit(s)	FCAT Benchmark?
LA.A.2.2.1 Reads text and determines the main idea or essential message, identifies relevant supporting details and facts, and arranges events in chronological order.	1C; 1D; 2A; 2B; 2C; 3A; 3B; 3E	Yes

Suggested ESOL Instructional Approach	Addressed in Unit(s)	ESOL Strategies	Addressed in Unit(s)
Whole Language Approach	2B, 3A, 3B, 3C	Cooperative Learning Field Experience	1C, 3A, 3B, 3D 1A, 2C, 3B, 3C, 3G

## **Instructional Lesson Plan #3B**

Unit: **Technology and Communication**

Subject **Hearing Loss Awareness**

Lesson Topic: **Sign Language**

Time: **One 45-minute period**

Program Outcome(s)/Goal(s)/Expectation(s): **Students will demonstrate a variety of strategies to construct, examine and extend meaning.**

Program Indicator(s): **Students will employ a variety of techniques to expand vocabulary.**

Student Outcome(s): **Students will demonstrate the ability to utilize and interpret signs as a form of communication.**

**Students will write to inform.**

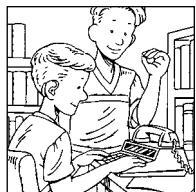
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Context for Learning: Students are already familiar with fingerspelling as a form of communication for people who are deaf. Now they will discover a better way to hold a conversation.

The teacher will need the following materials:

- Lip Reading Experiment (Teacher Resource Sheet)
- Picture Signs (Handout #1)
- My Journal (Handout #2)

**Technology  
and  
Communication**



# **Instructional Delivery**

## **Opening Activities/Motivation**

Ask students to think of another way people who are deaf could communicate. They may say that people who are deaf could read lips. Remind them that American Sign Language is another form of communication. American Sign Language has been around for many, many years. In America it is the language of the culture of people who are deaf. Sign language varies as you move around the world, just like spoken language.

## **Procedure**

1. Review the student outcome.
  2. Conduct an experiment using lip reading as a form of communication (Teacher Resource). Explain that lipreading and speechreading mean the same thing.
  3. Show some signs (reference Handout #1) and have students predict what they are.
  4. Have students work in pairs to use signs to communicate. They should take turns using the signs and interpreting them (Handout #1).
  5. Pass out My Journal (Handout #2). Have students write a journal entry explaining the benefits of using sign language.
  6. Enrichment Activity: Have students work in groups to role play situations using gestures only. Examples: Invite another child to play kickball or tell an adult that you want to go to the movies with a friend.
- 

## **Assessment/Evaluation**

Teacher observation and the journal.

---

## **Closure**

Share entries from My Journal (Handout #2).

**Technology  
and  
Communication**



# Lip-Reading Experiment

Teacher  
Resource  
Sheet



*The teacher will mouth the pairs of sentences and have students try to read lips to tell what was said.*

#1     Do you like fried eggs?

Do you like Fridays?

#2     I love you.

Olive oil

#3     Call Mom.

Call Bob.

#4     You owe me 15 dollars.

You owe me 50 dollars.

Students should conclude that lip-readers need context to understand. Research has shown that only about one third of a conversation is understood by lip reading because many speech sounds have identical mouth movements.

---

**Follow-up:** Have students imagine what it would be like to sit in a classroom and only hear some of what the teacher said.

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# Handout #1 Picture Signs



**help**  
Place the right closed hand on the left flat palm and lift both hands together.



**hungry**  
Move the thumb and fingers of the right C hand down the center of the chest from just below the throat.



**play**  
Hold both Y hands in front of the chest and twist them up and down a few times.



**eat**  
Move the right hand toward the mouth a few times.



**stop**  
Bring the little-finger side of the right hand down sharply at right angles on the left palm.



**bathroom**  
Move the right T hand back and forth sideways.



**love**  
Hands both closed or flat hands over the heart, with the palms facing in.



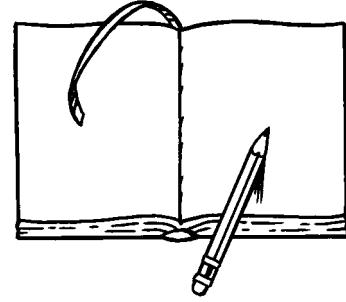
**drink**  
Move the right C hand in a short arch toward the mouth.



**friend**  
Interlock the right and left index fingers and repeat in reverse.

# **Handout #2 My Journal**

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



# **Technology and Communication**



## Lesson Plan #3C

### Correlation to Sunshine State Standards, Florida Comprehensive Assessment Test (FCAT) and English as a Second Language (ESOL).

#### Foreign Language - Culture

Standard 1: The student understands the relationship between the perspectives and products of culture studied and uses this knowledge to recognize cultural practices (FL.B.1.2).

Benchmarks	Addressed in Unit(s)	FCAT Benchmark?
FL.B.1.2.3 Experiences and reacts to expressive and day-to-day aspects of the target culture enjoyed or produced by groups or individuals who belong to the target culture (e.g. children's songs, simple selections from authentic children's literature, artwork, typical foods, and types of dwellings).	3D	No

Suggested ESOL Instructional Approach	Addressed in Unit(s)	ESOL Strategies	Addressed in Unit(s)
Cognitive Academic Language Learning	1B, 1C, 1D, 2B, 2D, 3D, 3E	Cooperative Learning	1C, 3A, 3B, 3D

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# **Instructional Lesson Plan #3C**

**Subject: Technology and Communication**

**Unit: Hearing Loss Awareness**

**Lesson Topic: Learning About Cued Speech**

**Time: One-hour period**

**Program Outcome(s)/Goal(s) Expectation(s): Students will demonstrate their ability to read for a variety of purposes and respond through global understanding, interpretation, personal response and critical stance.**

**Program Indicator(s): Students will gain information from a variety of forms when reading to be informed or reading to perform a task.**

**Student Outcome(s): Students will increase their knowledge of cued speech by reading to be informed and identifying and using the eight handshapes and specific sites around the lower face in order to communicate.**

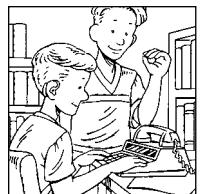
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**Context for Learning:** Students have been learning about different methods of communications such as using signs, lip reading and hearing aids. Today they will learn about cued speech, another way people with hearing loss may communicate. After some reading and discussion, students will work in pairs to practice the cues.

The teacher will need the following materials:

- Definition of Cued Speech – transparency (Teacher Resource Sheet)
- Visual Cues for Consonants and Vowels (Handout #1)
- What is Cued Speech? (Handout #2)
- Worksheet (Handout #3)

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Communication**



# **Instructional Delivery**

## **Opening Activities/Motivation**

Ask students to explain what “cue” means. Discuss how cues help actors and actresses remember their lines. Now ask students to think of the meaning for “cued speech.” After some responses, put the definition on the overhead (Transparency #1).

### **Procedure**

1. Read student outcome together.
2. Ask students to highlight key words in the definition.
3. Pass out Visual Cues (Handout #1) and go over each handshape and each site around the lower face called placements.
4. Have students practice as you review each cue.
5. Group students in pairs to practice the cues with a partner.

---

## **Assessment/Evaluation**

Have students complete the paragraph about cued speech.

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### **Closure**

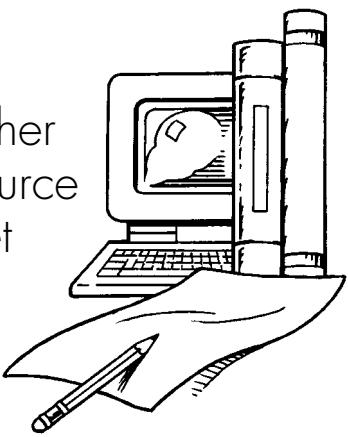
Summarize what students learned about cued speech.

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# **CUED SPEECH**

Teacher  
Resource  
Sheet



Cued Speech is a visual communication system that uses eight handshapes in many locations (cues) in combination with the natural mouth movements of speech.

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Communication**



# Handout #1 Visual Cues for Consonants and Vowels

## Cued American English Consonant Handshapes\*



1 /d/ does  
/p/ Paul  
/zh/ measure



2 /k/ cats  
/v/ vote  
/th/ there  
/z/ zinc



3 /h/ he  
/s/ saw  
/r/ rats



4 /b/ be  
/n/ no  
/hw/ where



5 /m/ my  
/f/ feet  
/t/ tickle



6 /l/ Lee  
/w/ was  
/sh/shy



7 /g/ go  
/j/ jump  
/xh/ through



8 /ng/ ring  
/y/ your  
/ch/ chime

## Cued American English Vowel Placements\*



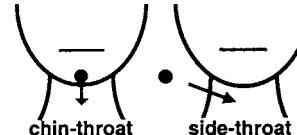
mouth  
/ee/ see  
/er/ her



chin  
/ue/ you  
/aw/ saw  
/e/ Ned



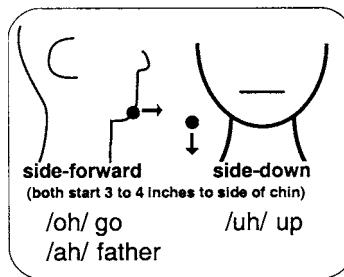
throat  
/oo/ cook  
/i/ his  
/a/ apple



chin-throat diphthong  
/aw/-/i/ hoist  
/e/-/i/ sails



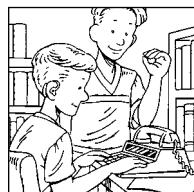
side-throat diphthong  
/ah/-/i/ my  
/ah/-/oo/ cow



\*Mouthshapes accompany all handshapes and placements.

Artwork supplied by Language Matters  
(see Resource Guide)

Technology  
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Communication



## **Handout #2    What is Cued Speech?**

Cued Speech...

- is a visual communication system that uses eight handshapes in many locations (cues) in combination with the natural mouth movements of speech.
- identifies each distinctive speech sound. Shapes of one hand identify consonant sounds and locations near the mouth identify vowel sounds.
- uses a handshape and a location together to cue a syllable.
- was developed in 1966 by R. Orin Cornett at Gallaudet University in Washington, D.C.
- is used by people who are concerned for those with speech, hearing and language needs, such as children, adults and interpreters.
- allows a person who is deaf to “see” all the sounds that hearing people hear.
- is useful with children with other problems, such as learning disabilities or vision impairment.
- can be a useful language/speech tool for hearing children too.

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# **Handout #3 Worksheet**

Name \_\_\_\_\_ Date \_\_\_\_\_

## **CUED SPEECH**

Directions: Use the Word Bank below to complete the paragraph.

\_\_\_\_\_ is a communication system, which uses eight \_\_\_\_\_ in \_\_\_\_\_ locations in combination with the natural mouth movements of speech. A handshape and a location together cue a \_\_\_\_\_. Many people use cued speech such as \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_. Cued speech allows a person who is \_\_\_\_\_ to see all the sounds that hearing people hear. Dr. R. Orin Cornett invented cued speech in 1966 while at \_\_\_\_\_ University as a solution to the reading barriers that people who are deaf have had to face.

### **Word Bank**

interpreters	handshapes	many	cued
Gallaudet	adults	speech	
deaf	children	syllable	

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Communication**



## Lesson Plan #3D

### Correlation to Sunshine State Standards, Florida Comprehensive Assessment Test (FCAT) and English as a Second Language (ESOL).

#### Language Arts - Reading

Standard 2: The student constructs meaning from a wide range of texts (LA.A.2.2).

Benchmarks	Addressed in Unit(s)	FCAT Benchmark?
LA.A.2.2.1 Reads text and determines the main idea or essential message, identifies relevant supporting details and facts, and arranges events in chronological order.	1C; 1D; 2A; 2B; 2C; 3A; 3B; 3E	Yes
LA.A.2.2.2 Identifies the author's purpose in a simple text.	1C; 1D; 2A; 2B; 2C; 3E	Yes
LA.A.2.2.5 Reads and organizes information for a variety of purposes, including making a report, conducting interviews, taking a test, and performing an authentic task.	1C; 1D; 2A; 2B; 2C; 3A; 3E	No

#### Language Arts - Writing

Standard 1: The student uses writing processes effectively (LA.B.1.2).

Benchmarks	Addressed in Unit(s)	FCAT Benchmark?
LA.B.1.2.1 Prepares for writing by recording thoughts, focusing on a central idea, grouping related ideas, and identifying the purpose for writing.	3A; 3E; 4-1	No

#### Language Arts - Writing

Standard 2: The student writes to communicate ideas and information effectively (LA.B.2.2).

Benchmarks	Addressed in Unit(s)	FCAT Benchmark?
LA.B.2.2.1 Writes notes, comments, and observations that reflect comprehension of content and experiences from a variety of media.	2A; 2B; 2C; 3E; 3F; 4-1; 4-5	No
LA.B.2.2.3 Writes for a variety of occasions, audiences, and purposes.	2C; 3E; 3F; 4-1	No
LA.B.2.2.6 Creates expository responses in which ideas and details follow an organizational pattern and are relevant to the purpose.	2C; 3A; 3E; 3F	No

Suggested ESOL Instructional Approach	Addressed in Unit(s)	ESOL Strategies	Addressed in Unit(s)
Cognitive Academic Language Learning	1B, 1C, 1D, 2B,	Asking higher and lower order questions; Concept Mapping	1B, 2B, 2D, 3E 1D, 3E

**Technology  
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Communication**



## **Instructional Lesson Plan #3D**

Subject: **Technology and Communication**

Unit: **Hearing Loss Awareness**

Lesson Topic: **Using an Interpreter**

Time: **One-hour period**

Program Outcome(s)/Goal(s) Expectation(s): **Students will demonstrate the ability to read for a variety of purposes and respond through global understanding, interpretation, personal response and critical stance.**

Program Indicator(s): **Students will develop global understanding when reading to be informed.**

Student Outcome(s): **Students will identify details of expository text and summarize information in a paragraph.**

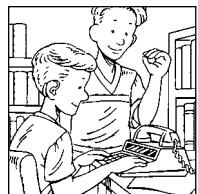
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Context for Learning: The students are learning about different methods of communication. Today they will learn how people with hearing loss communicate through an interpreter.

The teacher will need the following materials:

- "Using an Interpreter" article (Handout #1)
- Information Web (Handout #2)
- Web Transparency (Teacher Resource Sheet)
- Learning Log (Handout #3)

**Technology  
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# **Instructional Delivery**

## **Opening Activities/Motivation**

Have students role play a situation where they must interpret several sentences for a person with hearing loss. The teacher may provide earplugs and tie in ear safety. Allow some discussion after role-playing. Explain that interpreters are used in many different situations. For example, there are foreign language interpreters, sign language interpreters and oral interpreters.

## **Procedure**

1. Read the student outcome together.
2. Have students read the article, "Using an Interpreter" (Handout #1).
3. After reading the article, students should go back and find important details to list on the Information Web (Handout #2).
4. Share details with the whole class. (Use Web transparency-Teacher Resource Sheet)
5. Distinguish between a professional interpreter and a signer.\* A professional interpreter should...
  - have academic training.
  - have obtained certification such as NAD (National Association for the Deaf) or RID (Registry of Interpreters for the Deaf).
  - have at least three years of field experience.

\*A signer is a person who knows sign language, but is not recognized as a professional interpreter.

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## **Assessment/Evaluation**

Students will use the Information Web to write a paragraph in their Learning Log (Handout #3), summarizing the article, "Using an Interpreter."

---

## **Closure**

Have some students share their paragraphs.

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## Handout #1 “Using an Interpreter”

Sometimes people who are deaf use another person, called an interpreter, to facilitate communication with people who hear. An interpreter functions as the ears of a person who is deaf and sometimes, as the voice of a person who is deaf. The interpreter listens and lets the person who is deaf know what is spoken by all of the people in the room. If a person who is deaf chooses not to voice, the interpreter may also speak that person's message.

There are different kinds of interpreters. A **sign language interpreter** presents the information in sign language. People who are deaf that do not know sign language may use an **oral interpreter**, who repeats the speaker's words without using voice. People who are deaf that use oral interpreters are actually speechreading the interpreter. One type of oral interpreter is a **cued speech interpreter**, who mouths the words and adds cues to facilitate speechreading (or lipreading).

Interpreters work in a variety of settings, including educational, legal, medical, cultural, social, religious, mental health, financial and occupational environments. You may see an interpreter signing a teacher's words in schools, or making theatre performances accessible to those who are deaf in the audience. In almost any situation where communication occurs, interpreters can be utilized to facilitate communication and understanding.

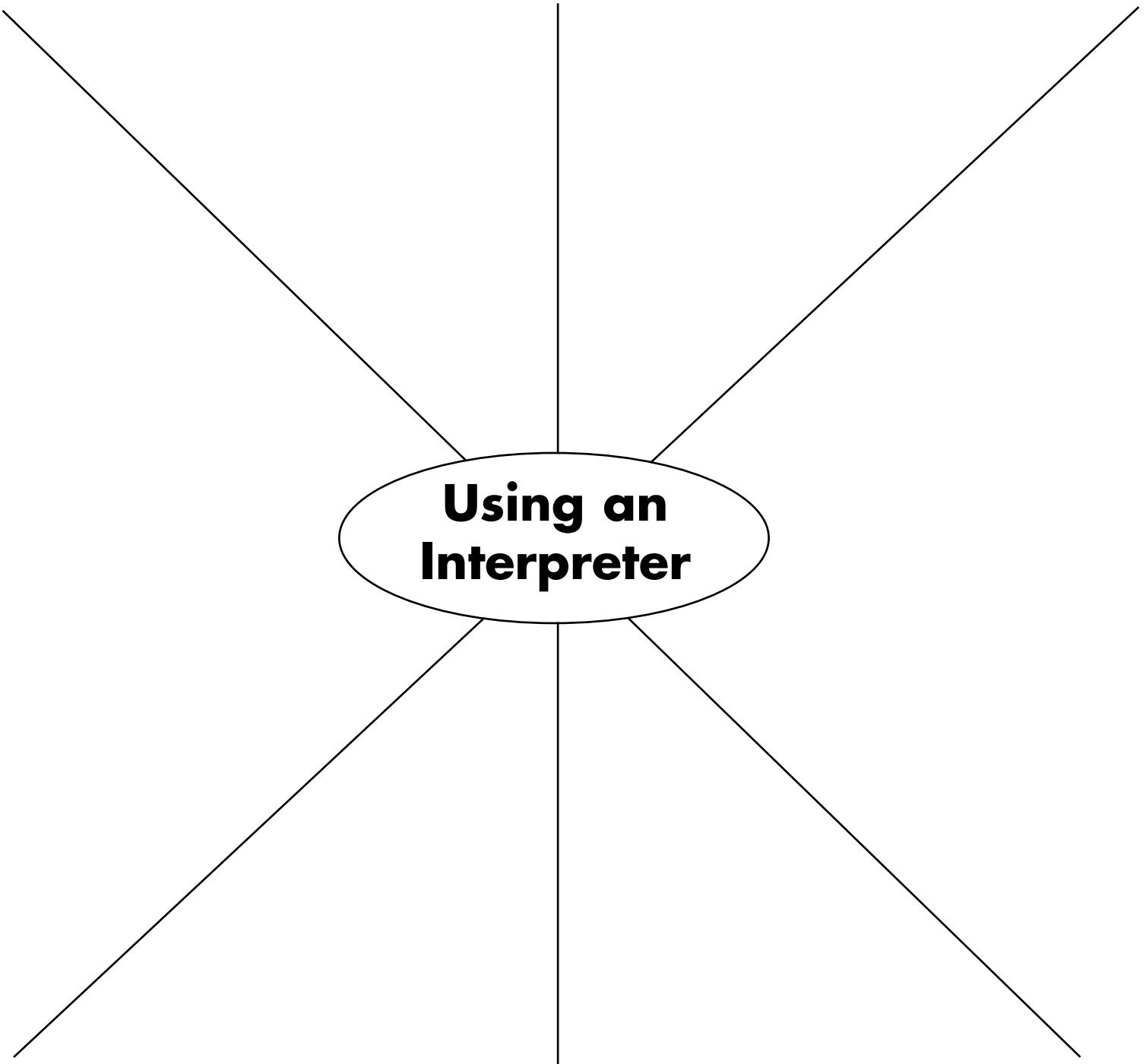
When an interpreter is used to facilitate communication, the person who hears can make the interaction more comfortable by following these simple guidelines:

1. Do speak directly to the person who is deaf (i.e. “Mr. Smith, which do you prefer?”), not to the interpreter (i.e. “Ask him which he prefers.”).
2. Don't ask the interpreter to omit something you have said. The interpreter is not an editor, and will sign everything that is said in exactly the same manner it is presented.
3. Do recognize that the information discussed is confidential or private.
4. Don't ask the interpreter to interject personal opinions. The interpreter is present only to facilitate communication between the people who are deaf and hearing.
5. Do provide good lighting and occasional breaks. When the interpreting situation involves darkening the room to view slides or movies, use auxiliary lighting so that the person who is deaf can see the interpreter. Since watching an interpreter for a long time is tiring for a person who is deaf, and interpreting can be fatiguing for the interpreter, provide breaks once an hour.
6. When in doubt, ask the person who is deaf what is best.

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## **Handout #2** Information Web

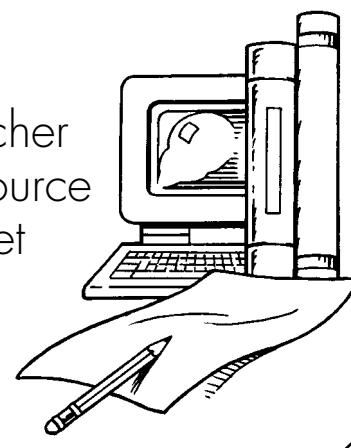


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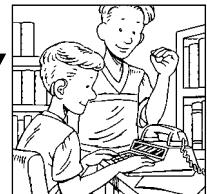
# Web Transparency

Teacher  
Resource  
Sheet

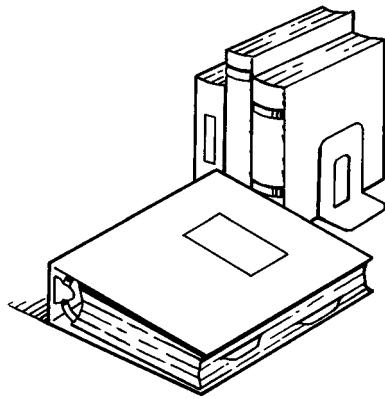


## Using an Interpreter

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## **Handout #3 Learning Log**



**Today I** \_\_\_\_\_

**Yours Truly,** \_\_\_\_\_

**Date:**

# **Technology and Communication**



## Lesson Plan #3E

### Correlation to Sunshine State Standards, Florida Comprehensive Assessment Test (FCAT) and English as a Second Language (ESOL).

#### Health - Responsible Health Behavior

Standard 2: The student analyzes the influence of culture, media, technology, and other factors on health (HE.B.2.2).

Benchmarks	Addressed in Unit(s)	FCAT Benchmark?
HE.B.2.2.3 Knows the ways in which technology can influence personal health.	3F; 3G	No

#### Language Arts - Writing

Standard 2: The student writes to communicate ideas and information effectively (LA.B.2.2).

Benchmarks	Addressed in Unit(s)	FCAT Benchmark?
LA.B.2.2.1 Writes notes, comments, and observations that reflect comprehension of content and experiences from a variety of media.	2A; 2B; 2C; 3E; 3F; 4-1; 4-5	No
LA.B.2.2.3 Writes for a variety of occasions, audiences, and purposes.	2C; 3E; 3F; 4-1	No
LA.B.2.2.6 Creates expository responses in which ideas and details follow an organizational pattern and are relevant to the purpose.	2C; 3A; 3E; 3F	No

Suggested ESOL Instructional Approach	Addressed in Unit(s)	ESOL Strategies	Addressed in Unit(s)
Cognitive Academic Language Learning	1B, 1C, 1D, 2B, 2D, 3D, 3E	Think, Pair, Share	3F

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# **Instructional Lesson Plan #3E**

**Subject: Technology and Communication**

**Unit: Hearing Loss Awareness**

**Lesson Topic: Communication Before Technology**

**Time: 2 One-hour periods**

**Program Outcome(s)/Goal(s) Expectation(s): Students will demonstrate the ability to use a variety of strategies to construct, extend and examine meaning.**

**Program Indicator(s): Students will demonstrate the ability to predict ideas and relate what is read to their predictions.**

**Student Outcome(s): Students will make predictions, read to be informed and design a device to improve communication for people who are deaf or hard of hearing.**

---

**Context for Learning:** Students have been learning about how technology has helped people who are deaf or hard of hearing communicate. Now, they will predict how these people managed to communicate before technology. The students will read an informational article and then work in groups to design a device that would help people communicate.

The teacher will need the following materials:

- Prediction Worksheet (Handout #1)
- Informational Article (Handout #2)
- Large sheet of construction paper and markers per group

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# **Instructional Delivery**

## **Opening Activities/Motivation**

Ask students to think about the following situations that a person who is deaf or hard of hearing may encounter. How would this person have managed before technology?

- Someone is at the door.
- The baby is crying.
- They need to wake up at 6:00 a.m.

## **Procedure**

1. Read the student outcome together.
  2. Explain that the students will use the Prediction Worksheet (Handout #1) to write their ideas about the situations presented to them. (See Opening Activity.)
  3. Allow time for students to complete the worksheet and share responses.
  4. Pass out the article and have students read about how people who are deaf communicated before technology.
  5. Compare the information in the article to the students' predictions.
- 

## **Assessment/Evaluation**

During the second one-hour period, students will work in small groups to design a communication device for the deaf. The groups will make short presentations explaining how their device fills a communication need for a person who is deaf or hard of hearing.

---

## **Closure**

Have students review how technology has improved communication for people who are deaf or hard of hearing.

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# **Handout #1 | Prediction Worksheet**

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

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

## **My Predictions** \_\_\_\_\_



### **Communication Before Technology**

Are you a good problem solver? How would you know someone was knocking at your door if you were a person with hearing loss? What if your mom could not hear and the baby was crying? If you had to wake up for school but could not hear an alarm clock, what would you do?

A hearing person takes these things for granted, but a person with hearing loss needs to find solutions to these problems. Years ago, before technology, people managed in different ways. A mother with hearing loss used to train herself to sleep with one arm extended into her child's crib, which she pulled up next to her bed. If the child awakened during the night, the vibrations or the child's movements would wake up the mother.

A lot of old time men who are deaf enjoyed working with electricity. A person with hearing loss would rig up an alarm clock that would trip a switch at a pre-set time and turn on a light. This would awaken the person so that he would be on time. Sometimes there were reports in the old "Silent Worker" magazine about families losing their homes to fires set by homemade electrical devices, since these men were not as skilled as others at working with electricity.

A former Gallaudet University student tells a story about his first semester there in the fall of 1962. The student lived in College Hall, one of the oldest buildings on the campus. One of the odd things he noticed was a doorknob on the wall outside his door. He couldn't figure out what it was for until he decided to give it a pull. There was a cable attached to it and when he pulled it out and let it go, there was a very heavy thump inside the wall. He later learned the knob was attached to a heavy lead weight at the end of the cable. The weight was contained in a steel pipe with a welded-on footplate. The vibrations from the weight being dropped could be felt by anyone in the room, and sometimes by those in adjoining rooms as well. The device laid important groundwork for the development of the electronic doorbells Gallaudet dorms are equipped with today.

With today's many advances in technology, people with hearing loss can spend more time enjoying life and less time solving these problems.

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## Lesson Plan #3F

### Correlation to Sunshine State Standards, Florida Comprehensive Assessment Test (FCAT) and English as a Second Language (ESOL).

#### Health - Responsible Health Behavior

Standard 2: The student analyzes the influence of culture, media, technology, and other factors on health (HE.B.2.2).

Benchmarks	Addressed in Unit(s)	FCAT Benchmark?
HE.B.2.2.3 Knows the ways in which technology can influence personal health.	3F; 3G	No

#### Foreign Languages - Comparisons

Standard 2: The student recognizes that cultures have different patterns of interaction and applies this knowledge to his or her own culture (FL.D.2.2).

Benchmarks	Addressed in Unit(s)	FCAT Benchmark?
FL.D.2.2.2 Recognizes forms of the target language evident in the local culture (e.g. signs, symbols, advertisements, packages, displays, murals, songs, and rhymes).	3G	No

Suggested ESOL Instructional Approach	Addressed in Unit(s)	ESOL Strategies	Addressed in Unit(s)
Language Experience Approach	2C, 3F, 3G	Field Experiences	1A, 2C, 3B, 3C, 3G

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# Instructional Lesson Plan #3F

Unit: **Technology and Communication**

Subject: **Hearing Loss Awareness**

Lesson Topic: **Using FLORIDA RELAY**



Time: **Two 45-minute periods**

Program Outcome(s)/Goal(s)/Expectation(s): **Students will demonstrate the ability to read for a variety of purposes and respond through global understanding, interpretation, personal response and critical stance.**

Program Indicator(s): **Students will gain information from a variety of forms when reading to be informed or reading to perform a task.**

Student Outcome(s): **Students will utilize expository text to construct meaning, interpret pictographic representations, identify the overall purpose of a task and who will perform the task, summarize what the task requires one to do and identify the relevance of the task to one's needs. Students will read to perform a task.**

---

Context for Learning: Prior to this lesson, students should be familiar with specific vocabulary and language symbols (See Handout #1).

Students today are familiar with both telephones and typewriter-like keyboards. A TTY looks much like a standard telephone with a keyboard, a text screen and/or a paper printout. It is used by people who are deaf, hard of hearing, Deaf/Blind, or speech impaired to communicate directly with another TTY user or any standard telephone user through Florida Relay. Students will learn how to use a TTY and understand how Florida Relay works (See Handout #2).

The teacher will need the following materials:

- Understanding Florida Relay Vocabulary (Handout #1)
- Using Florida Relay (Handout #2)
- K...W...L... (What I think I know, What I want to know, What I learned) (Handout #3)
- Florida Relay Communication Model (Teacher Resource Sheet)
- Model of a Communication System (Handout #4)
- Patterns (Handout #5)
- How Many Words... (Handout #6)
- Florida Relay Video – *Let's Make a Florida Relay Call*
- Index cards
- String
- Cups

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# Instructional Delivery

## Opening Activities/Motivation

Ask students what they already know about how people with hearing loss communicate. Use a K-W-L chart (Handout #3) to record responses. Ask students what they want to learn about how people who are deaf or speech impaired communicate by telephone and in person. Record responses on the chart. Save the chart for later use following the lesson.

Read the definition of communication to students: **Communication is a two-way process. It involves two or more people who alternately send and receive information.** For communication to succeed, the two people in a conversation need to use a shared means for sending and receiving information. People with hearing loss or speech disabilities may send and receive messages in several different ways when face to face or in two different places.

## Procedure

1. Read the student outcomes together.
2. View the video, *Let's Make a Florida Relay Call*, which explains Florida Relay and the TTY.
3. Select several students to demonstrate how people with hearing loss could communicate using cups, string, index cards and labels. Have one student write a message on an index card, and ask him or her to send it to another student. The partner responds with another written message. And so on. Then, create a similar model to show how a deaf and hearing person can communicate through Florida Relay. Have students hold one of the Florida Relay Communication Model Labels (Teacher Resource Sheet) to demonstrate the role played by each person in a conversation through Florida Relay.
4. Students should explain this model orally, or using gestures.
5. For independent practice, students will construct a paper model of how people with hearing loss communicate via the telephone. (Handouts #4 and #5)
6. Students will summarize in their own words, the overall purpose of a TTY, who uses a TTY, and how a TTY works.
7. Enrichment Activity: (Handout #6)

---

## Assessment/Evaluation

Use Procedure #6 to evaluate students.

---

## Closure

Refer back to the K-W-L chart. Review the information recorded in the beginning of the lesson. Ask students to tell what they learned about the ways people who are deaf, hard of hearing, Deaf/Blind, or speech impaired communicate via the telephone. Record responses in the third column.

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# **Handout #1   Understanding Florida Relay Vocabulary**

*Draw a line to the picture of the correct answer:*

What is:

1. The kind of phone used by a person with speech or hearing loss.



2. The kind of phone used by a person who is hearing.

# **GA**



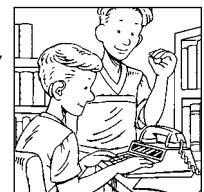
4. The symbol for a TTY that you would see in public places.



5. The symbol for a standard telephone that you would see in public places.

6. The abbreviation used to let the operator know each person is finished speaking.

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## **Handout #2 Using Florida Relay**

### **Relay Users Keep in Touch**

People who are deaf, hard of hearing, Deaf/Blind or speech impaired use the telephone in many different ways. Florida Relay, a public service offered by the State of Florida, enables people with hearing or speech loss to communicate with anyone who uses a standard telephone.

### **How Florida Relay Works**

A call may be initiated by a person using either a standard telephone or a TTY. In Florida, dial 7-1-1 or 1-800-955-8770 from anywhere, and give the Florida Relay operator the phone number of the person you wish to call. The operator will connect you to the TTY user and then relay the conversation back and forth between the two of you. The TTY user will type his or her side of the conversation into the TTY and that message will be read to you by the operator. The operator will then type your words back to the TTY user. Remember to say, "**Go Ahead**" or "**GA**" each time you finish your part of the conversation so the other person knows it is his or her turn to speak.

### **The TTY**

A TTY allows a person who is deaf, hard of hearing, Deaf/Blind or speech impaired to make a telephone call. It looks very similar to a telephone with a typewriter keypad and a text screen and/or a paper printout. The conversation is read by the TTY user on the text screen and/or the paper printout. Persons using a TTY may call another TTY user directly, or any standard phone user by placing the call through Florida Relay.

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## **Handout #3 K-W-L Chart**

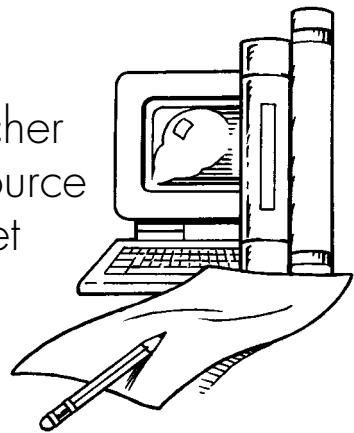
<b>K</b>	<b>W</b>	<b>L</b>
<b>What I think I know...</b>	<b>What I want to know...</b>	<b>What I learned...</b>

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# **Florida Relay Communication Model Labels**

Teacher  
Resource  
Sheet



**TELEPHONE**

**TTY**

**OPERATOR**

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## **Handout #4 Model of a Communication System**

Reading to perform a task

*Follow directions to construct a model of a communication system.*

*Materials: Pattern pieces (Handout #5), scissors, glue, paper.*

1. Cut out the pattern pieces.

2. Glue them on your paper to show how they work together.

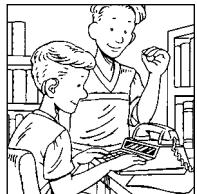
\*\* Hint: Use lines or arrows.

3. Label each picture.

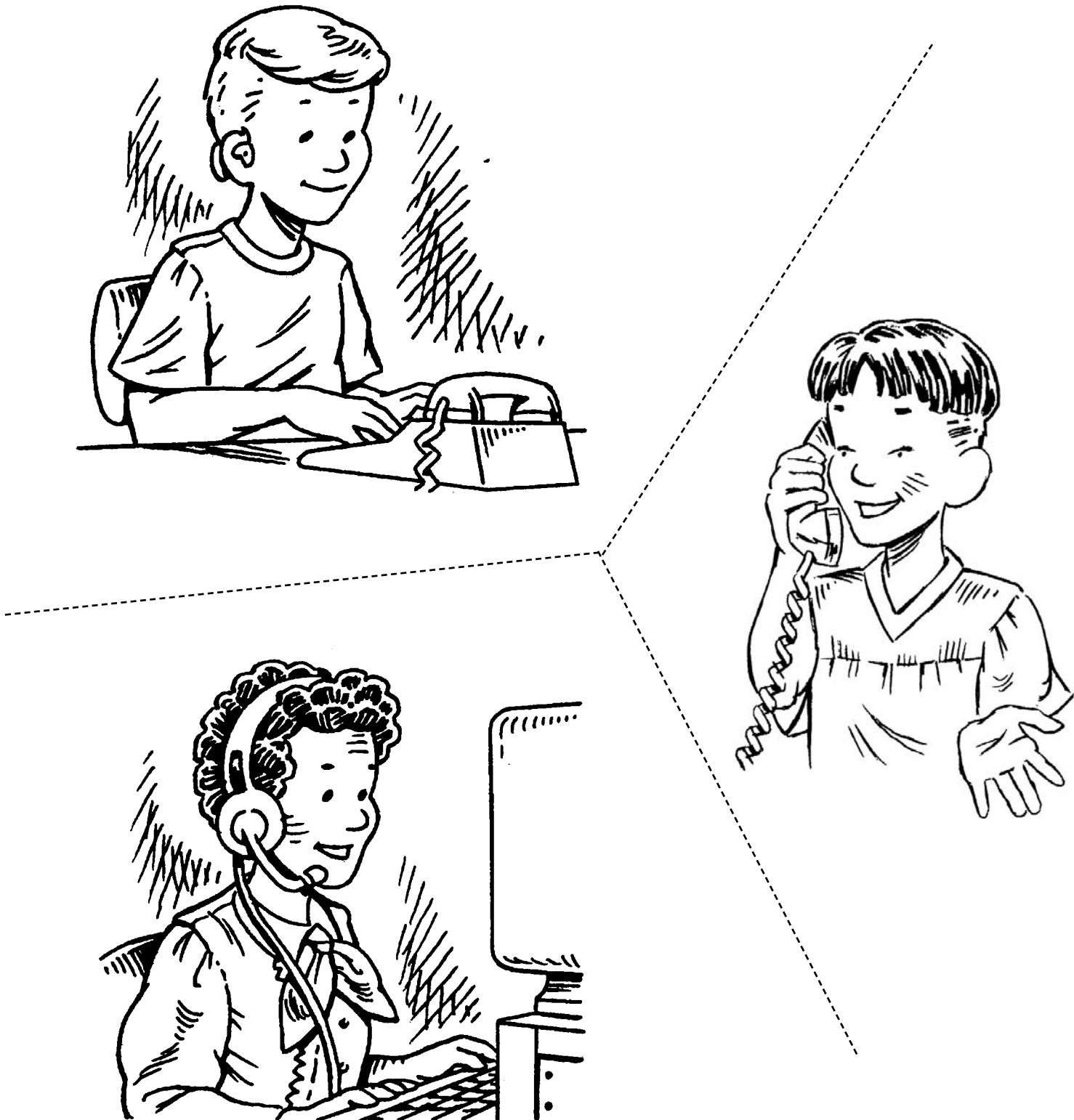
4. Write a paragraph explaining your model. Be sure to include answers to the following questions.

- What is the main purpose?
- Who would use this system?
- How does the system work?

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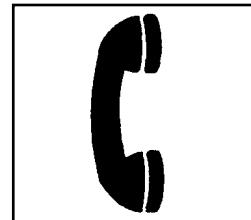
## Handout #5 Patterns



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### How Many Words Can You Make Out of **TELEPHONE CALL**



These are universal telephone and TTY (text telephone) signs. You will see these signs in large public places such as airports, shopping malls, or rest areas to let people know that there is a standard and TTY phone for public use.

- |          |           |
|----------|-----------|
| 1. _____ | 10. _____ |
| 2. _____ | 11. _____ |
| 3. _____ | 12. _____ |
| 4. _____ | 13. _____ |
| 5. _____ | 14. _____ |
| 6. _____ | 15. _____ |
| 7. _____ | 16. _____ |
| 8. _____ | 17. _____ |
| 9. _____ | 18. _____ |

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