

**Chicka Chicka Boom Boom Curriculum Framework**  
**American Sign Language Beginning (K-2)**

<b>Unit:</b> <i>Chicka Chicka Boom Boom</i>	<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>• How can we introduce ourselves in ASL?</li> <li>• How does the Deaf community place value on creating name signs?</li> <li>• How does the direction of a sign impact the meaning?</li> <li>• How can we play with signs to make them come alive?</li> <li>• What are some uses of CL:1 to represent a person?</li> <li>• What are some uses of CL:5 to represent many people?</li> </ul>
<b>Grade Level:</b> Kindergarten-2 <sup>nd</sup> Grade	
<b>Length:</b> 4 Weeks	
<b>Enduring Understandings:</b> <ul style="list-style-type: none"> <li>• There are specific rules that govern ASL fingerspelling.</li> <li>• The Deaf community places value on creating name signs.</li> <li>• The direction of a sign clarifies the subject and direct object of the verb.</li> <li>• ASL contains the ability to play with signs, similar to personification.</li> <li>• Facial expression is a vital component of ASL.</li> <li>• CL: 1 demonstrates a person in ASL.</li> <li>• CL: 5 demonstrates many people in ASL.</li> </ul>	<b>Common Core Standards: (Kindergarten)</b> College and Career Readiness Anchor Standards: (R=reading; W=writing; S&L=speaking & listening; L=language) R1. With prompting and support, ask and answer questions about key details in a text. R2. With prompting and support, retell familiar stories, including key details. R3. With prompting and support, identify characters, settings, and major events in a story. R4. Ask and answer questions about unknown words in a text. R7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts.) W1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...). W2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply
<b>National ASL Standards:</b> <b>Communication: Communicate in ASL</b> 1.1-Students use ASL to engage in conversations and provide information, express feelings, emotions, and exchange opinions. 1.2-Students comprehend and interpret live and recorded ASL on a variety of topics. 1.3-Students present information, concepts, and ideas to an audience of viewers in ASL. <b>Cultures: Gain Knowledge and Understanding of American Deaf Culture</b> 2.1-Students demonstrate an understanding of the relationship between the practices and perspectives of American Deaf culture. 2.2-Students demonstrate an understanding of the relationship between the products and perspectives of American Deaf culture. <b>Connections: Use ASL to Connect with Other Disciplines &amp; Acquire Information</b>	

<p>3.1-Students reinforce and further their knowledge of other disciplines through ASL.</p> <p>3.2-Students acquire information and recognize the distinctive viewpoints that are only available through ASL and Deaf culture.</p> <p><b>Comparisons: Develop Insight into the Nature of Language and Culture</b></p> <p>4.1-Students demonstrate understanding of the nature of language through comparisons of ASL and their own languages.</p> <p>4.2-Students demonstrate understanding of the nature of culture through comparisons of American Deaf culture and their own culture.</p> <p><b>Communities: Use ASL to Participate in Communities at Home and Around the World</b></p> <p>5.1-Students use ASL within and beyond the school setting.</p> <p>5.2-Students show evidence of becoming life-long learners by using ASL for personal enjoyment and enrichment.</p>	<p>some information about the topic.</p> <p>S&amp;L1. Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.</p> <p>S&amp;L2. Confirm understanding of a text read (signed) aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p>S&amp;L3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p>S&amp;L5. Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>S&amp;L6. Speak (sign) audibly and express thoughts, feelings, and ideas clearly.</p> <p>L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L5. With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>L6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>
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**Intensive 1: Chicka Chicka Boom Boom (4 weeks)**

<b>Unit Learning Targets:</b>	<b>Performance Tasks:</b>
<ul style="list-style-type: none"> <li>● Students can sign the alphabet.</li> <li>● Students can understand the alphabet.</li> <li>● Students can match the ASL alphabet to the English alphabet</li> <li>● Students can recognize fingerspelled letters when they are signed.</li> <li>● Students can fingerspell their name and ask someone else’s name.</li> <li>● Students can introduce themselves in ASL.</li> <li>● Students can recognize and produce verb signs and understand how to</li> </ul>	<p><u><i>Interpretive (Receptive)</i></u></p> <ul style="list-style-type: none"> <li>● Students will sign the alphabet.</li> <li>● Students will watch <i>Chicka Chicka Boom Boom</i> signed in ASL.</li> <li>● Students will pull a letter out of a sand bucket and sign the letter.</li> <li>● Students will match pictures of various ASL alphabet letters to the English alphabet letters.</li> <li>● Students will recognize correct sign introductions and fingerspelling.</li> <li>● Students will watch various signed videos</li> </ul>

	<p>Chicka signed story video.</p> <ul style="list-style-type: none"> <li>● Students will sign various examples of directionality signs.</li> <li>● Students will use personification by acting out signed letters.</li> <li>● Students will create personified ASL letters through drawing.</li> <li>● Students will explain the difference between “deaf” and “Deaf.”</li> <li>● Students will take turn demonstrating and guessing various facial expressions.</li> <li>● Students will sign either a CL:1 or CL:5 to match various pictures of people.</li> <li>● Students will create classifier art by making the 1 and /or 5 handshape into people.</li> </ul>
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Tier 1 Vocabulary	Tier 2 Vocabulary	Essential Grammar	Materials/Resources
<ul style="list-style-type: none"> <li>● A, B, C, D, .....Z</li> <li>● Meet</li> <li>● Beat</li> <li>● Coconut</li> <li>● Tree</li> <li>● Have</li> <li>● Room</li> <li>● Come</li> <li>● Look</li> <li>● All</li> <li>● Sun</li> <li>● Moon</li> </ul>	<ul style="list-style-type: none"> <li>● How-many</li> <li>● Say, Tell</li> <li>● Yay!</li> <li>● Top</li> <li>● Will</li> <li>● Up, Out</li> <li>● Here</li> <li>● Who</li> <li>● Continue</li> <li>● Enough</li> <li>● Everyone</li> <li>● Way</li> <li>● More, Total</li> <li>● Mom, Dad, Uncle, Aunt</li> <li>● Fingerspelling</li> <li>● Hug, Help, Cry, Run</li> <li>● Hurt, Breath</li> <li>● Pants</li> <li>● Next, Last, Soon</li> <li>● Arrive</li> </ul>	<ul style="list-style-type: none"> <li>● Fingerspelling Rules</li> <li>● Name Signs</li> <li>● Directionality</li> <li>● Playing with ASL</li> <li>● CL:1-person</li> <li>● CL: 5-many people</li> </ul>	<p><u>Required:</u> Books: <i>ASL Concepts ASL Curriculum</i></p> <p><i>Chicka Chicka Boom Boom</i> by Bill Martin and John Archambault</p> <p>Materials: <i>Chicka Chicka Boom Boom Curriculum Kit</i></p> <p>Websites: <a href="http://www.aslconcepts.com">www.aslconcepts.com</a></p> <p><a href="https://www.youtube.com/channel/UCvoOiaQP-">https://www.youtube.com/channel/UCvoOiaQP-</a></p>

	<ul style="list-style-type: none"><li>• Same-as</li><li>• Bow tie</li><li>• Black-eye</li><li>• Full</li><li>• Challenge</li><li>• But</li><li>• Bed</li><li>• Sunset</li><li>• Wha</li><li>• Can't</li><li>• Catch</li></ul>		<p><a href="#">XJ8Kv6jY5da0A</a></p> <p><a href="https://www.pinterest.com/tiffanymoore2/chicka-chicka-boom-boom-theme/">https://www.pinterest.com/tiffanymoore2/chicka-chicka-boom-boom-theme/</a></p> <p><a href="http://www.thevirtualvine.com/ccbb.html">http://www.thevirtualvine.com/ccbb.html</a></p>
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