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Grade Level: PreK

School: South Hill

Name and Summary Description of Case Study	
<p>I Have Something to Say: <i>Understanding, Honoring, and Advocating for the many ways we communicate (gesture, facial expression, sign, AAC, verbal speech).</i> <i>We depend on each other being able to communicate in a community, and understanding the many ways this happens is important for all of us. Children investigate the different ways communication happens in their classroom and school, and explore why it's important to understand and support each other's voice being heard, in whatever way that happens! They explore where communication in our school might be difficult, and work to create a solution.</i></p>	
Broad Topic or Concept	
<p><i>We will explore the different ways people communicate, why it's important to understand a wide variety of communication methods, research and take action with how we can support every student's voice being heard and respected in our classroom and school.</i></p>	
Guiding Question(s)	
<p>(Is it relevant, meaningful, provocative and accessible to students? Does it stimulate ongoing rethinking of big ideas and prior lessons? Does it provide the opportunity for students to generate a variety of plausible and arguable responses?)</p>	
<p>How do I communicate and how do others communicate? How could you communicate if you couldn't use your voice? How can I be a good listener to help someone communicate?</p>	
Standards and Skills	
Content Standards	<p>Relationships with Others P.K.D.3.R.O.4. Develops positive relationships with their peers.</p> <p>Geography P.K.D.5.G.B. Describes how each person is unique and important.</p> <p>Representing P.K.D.4.R.4.A. Uses facial expressions, body language, gestures, and sign language to express ideas.</p>
Literacy Standards	<p>Vocabulary P.K.D.4.V.6.A. Uses facial expressions, body language, gestures, and sign language to engage in reciprocal conversation.</p> <p>Motivation P.K.D.4.M.D. Initiates conversations, both verbally and nonverbally, about things around them.</p>
21st Century Skills/Habits of Mind	<p>Social Justice Standards from Teaching Tolerance DI.K-2.6 I like being around people who are like me and different from me, and I can be friendly to everyone.</p> <p>Representing: P.K.D.4.R.4.C Uses visual media to represent an actual experience.</p>

ICSD Anti-marg focus questions	What is my voice? How do I advocate for others and myself? How do I communicate? How do others communicate?
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Product or Performance

(High quality, original artifact of learning that emerges from project; in service to an audience beyond the classroom)

<p>Description: Identify an area of our school where it would be difficult to get needs met if you could not speak verbally (e.g., nurses office, ordering at cafeteria, playground). Produce an AAC method to help students communicate in this setting (e.g., picture menu in cafeteria, body chart in nurses office).</p>	<p>Specific content and skills to be assessed: Students will demonstrate mastery of content by using visual media to create allow-tech communication board. Students will communicate using multiple modalities (facial expressions, body language, gestures, sign language, pointing to picture symbols, AAC app on iPad) to express ideas. This can be assessed using pictures, videos, drawings, etc.</p>
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<p>Audience and how product will be made public: The communication board will be made public to the school community when it is displayed in the target location. Students may share the product and their learning process at morning program or to another classroom.</p>	<p>How product matters to this audience: Builds awareness of different communication modalities and the difficulties some people have communicating in our school environment. Demonstrates that effective communication can require modifications and the support of a community.</p>
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Narrowed “Microcosm” of the Big Idea, Example(s), Illustration(s), Tangible/Local
(For Launch and/or Fieldwork)

Is there anywhere in our school where it would be hard to communicate if you couldn’t use your voice?
Where in the school do you need to communicate? How do you communicate there?

Assessment

	Learning Targets	Checkpoints/Formative Assessments	Summative Assessment(s)
<p>Content Standards 1. Develops positive relationships with their peers. 2. Describes how each person is unique and important. 3. Uses facial expressions, body language, gestures, and sign language to express ideas.</p>	<ul style="list-style-type: none"> • I understand what it means to be ‘unique.’ • I understand the importance of being friendly to others who are different from me. • I can identify different communication modalities 	<ul style="list-style-type: none"> • Students will describe characteristics about themselves that make them ‘unique’ • Students will identify and label different modes of communication • Students will identify different ways to validate the communication of others 	<ul style="list-style-type: none"> • Students will label different communication modalities. • Students will identify two characteristics of being a good listener
<p>Literacy Standards 1. Uses facial expressions, body</p>	<ul style="list-style-type: none"> • I understand that we all communicate in different ways • I understand that it is 	<ul style="list-style-type: none"> • Students will attend to and respond to different forms of communication (e.g., respond appropriately when others mean 	<ul style="list-style-type: none"> • Students will use AAC to communicate a thought in the school community (e.g., use the communication board to

language, gestures, and sign language to engage in reciprocal conversation. 2. Initiates conversations, both verbally and nonverbally, about things around them.	important to acknowledge communication attempts made by others	when they act out, point, use facial expressions) • Students will give an example of two forms of communication (e.g., gesture, sign, drawing, speaking, AAC)	communicate in the nurse's office) • Students will provide one reason why AAC can help support communication in this setting
21st Century Skills/Habits of Mind 1. Uses visual media to represent an actual experience.	• I can represent words with pictures • I can use picture representations of words to communicate	• Students will use visual media to select pictures to represent target words.	• Students will create a low-tech communication board to support students with Complex Communication Needs in a specific area in the school community

Resources

Anchor Texts:	Say Something by Peter H Reynolds
Additional Texts:	Curious George Gets a Talker Something to Say about My Communication Device A Splendid Friend Indeed by Suzanne Bloom "Gift of Love" Hedgehog Video
Experts:	Students who use AAC devices in the school A person who uses American Sign Language? A staff member to represent the area of the school the students choose (e.g., nurse)
Fieldwork:	Communicate using the AAC devices around the school, help demonstrate to the students that the devices can be used for functional communication and build awareness of AAC in the school community. Final product will be to create a communication board for an area of the school to help peers communicate. Students will put up the sign, practice using it and then share the process and product with an authentic audience. Students will practice effective listening skills to show that we all play a role in communication.
Materials:	AAC devices (talkers), materials to make low tech communication boards/signs, Boardmaker online
Equipment and/or Facilities:	Computer, iPad, school facilities (target location for the project)

Flow of the Case Study

Phases	Days/Instructional Periods	Brief Description	Instructional Strategies for All Learners
Launch (Creating Need to Know)	Week 1: One large group, one small group rotation for each student	• Large group: Demonstrate different forms of communication. Adults, get the students to come	• Large group: demonstrate different forms of communication

		<p>to group, sit in their seats and attend <i>without</i> speaking (use an AAC device or gestures).</p> <ul style="list-style-type: none"> • Small group: Students begin to discuss “what is communication?” “Where do we communicate?” “How could you communicate there if you didn’t have a voice?” 	<ul style="list-style-type: none"> • Document student answers (video, written) in order to show growth after reflection/learning.
Going Deeper/Research (Texts, Fieldwork, Experts)	Week 2-3: One large group, 2-3 small group rotations for each student	<ul style="list-style-type: none"> • Research, then agree on an area of our school community to focus on, where it would be difficult to communicate if you didn’t have a voice • Students will walk around the school in small groups and identify areas where they communicate. Take data (bar graph) on the most frequently visited location 	<ul style="list-style-type: none"> • Use visual supports to help interpret graphs • Use visuals to illustrate <i>more/less/most/less</i>
Product Development (Developing High-Quality Work)	Week 4-6: Two small group rotations, opportunities for 1:1 work	<ul style="list-style-type: none"> • What could we do/create to support communication in this area of our school (create something with pictures that can be pointed to?) • Students will make artwork, use technology to create a board and select symbols (boardmaker online). 	<ul style="list-style-type: none"> • 1:1 instruction during choice time (students drawing or using the computer to select symbols)
Exhibition	Week 7: Go to another classroom to present Share out at morning program	<ul style="list-style-type: none"> • Display the communication supports in the selected location. Present the product to the school community so that everyone knows how and where to access it. • Provide three touch tones. (e.g., we began with all the different ways we communicate, found a place in our school where it could be difficult to communicate, we created this board) to tell the story of the learning. 	<ul style="list-style-type: none"> • Pictures or other visuals to illustrate initial product and how the product evolved • Carrier phrases to present information; I communicate by (talking, signing, pointing to a picture)

Case Study Lesson Sequence/Target/Assessment Chart

Case Study: I Have Something to Say			
Lesson #, Title	Lesson Outline	Learning Targets	Ongoing Assessment

<p>Lesson #1 "Curious George Gets a Talker"</p>	<ul style="list-style-type: none"> • Ask students "how do you communicate?" "how do other people in our class communicate?" record answers to reflect on learning and show progress of learning • As you read the story, invite children to act out "cold" on (page 4) • Invite students to draw a picture of a present (page 5) • Invite children to use words from the book on a communication device (<i>bananas, awesome</i>) 	<ul style="list-style-type: none"> • I understand the importance of being friendly to others who are different from me *I understand that we all communicate in different ways • I understand that it is important to acknowledge communication attempts made by others • I can communicate an idea with a gesture, drawing or communication device • I can listen and attend when another person communicates through gesture, drawing or communication device 	<ul style="list-style-type: none"> • Record initial answers (write down, video) • Save student's drawings as an artifact to demonstrate a form of communication. <p>Video students acting out <i>cold</i></p>
<p>#2 <u>Say Something</u> and ASL quiz</p>	<ul style="list-style-type: none"> • Read the book <u>Say Something</u> by Peter H Reynolds and discuss the different communication modalities in the book • Is there anything that is missing in the book? AAC? • Use the free app ASL Kids and select "play" • Children will take turns guessing what the sign is and practice making it. • Select a sign that students learned in the game (e.g., <i>walk</i>) and practice producing it in different modalities (e.g., say it verbally, sign it, act it out, say in on an AAC device) 	<ul style="list-style-type: none"> • I can identify different communication modalities • I can use and respond to non-verbal forms of communication 	<ul style="list-style-type: none"> • Use pages in the book to prompt students to identify different communication modalities • Record students using non-verbal communication (e.g., save drawings, video/picture sign language or AAC use)
<p>#3 School Tour</p>	<ul style="list-style-type: none"> • Students will walk around the school and identify places they communicate (in small groups) • Before the walk discuss the different communication modalities students would use to say "hi" to people in the school (e.g., verbal speech, wave, AAC device) • Take pictures of different areas of the school to review later 	<ul style="list-style-type: none"> • I can initiate communication in the school community • I can respond to the communication of others • I can collect data 	<ul style="list-style-type: none"> • Take pictures/videos of students saying "hi" in different modalities to review and show at the celebration of learning • How do students respond to others in the hallways? Do they listen/respond to others communication?

<p>#4 Select an area of the school for the project</p> <p>bar graph example</p>	<ul style="list-style-type: none"> • Show pictures of the places in the school that were visited on the walk • Select four locations, some that are frequently visited, some that are not. • Ask students “who has been to _____?” and graph the answers. • If more than one location received the most data points, create another graph and have students answer the question “where do you go MORE? The nurse's office or the main office?” 	<ul style="list-style-type: none"> • I can read and analyze a simple graph 	<ul style="list-style-type: none"> • Create a bar graph to show how often different areas of the school are visited. • Students will identify more/less/most given visual supports of the graph
<p>#5 Outline the communication board & select vocabulary</p>	<p>(example of the nurses office)</p> <ul style="list-style-type: none"> • Ask “what did you need to say the last time you were at the nurses office? Is there a way that we can show that in a picture?” • Ask students “when you went to the nurse, what was wrong?” “what did you say to her?” <p>*Record answers (can create in boardmaker with picture symbols)</p> <ul style="list-style-type: none"> • Notice patterns in the language the students used “I see a lot of you said ‘I need,’ “I see a lot of body parts,” “what do you notice?” 	<ul style="list-style-type: none"> • I can answer “wh” questions • I can recognize patterns 	<ul style="list-style-type: none"> • Students will select salient vocabulary • Record student observations of patterns in the vocabulary (e.g., body parts) • Record observations that may not be included in the final product to show growth
<p>#6 “Say Something” by drawing</p>	<ul style="list-style-type: none"> • Review the book Say Something by Peter Reynolds • Talk about how you can “say something” with art • Practice drawing pictures for the communication board 	<ul style="list-style-type: none"> • I can express myself through art • I can revise my work 	<ul style="list-style-type: none"> • Save students original drawings, provide feedback. • Show growth by comparing subsequent attempts
<p>#7 “Say Something” with visual media</p>	<ul style="list-style-type: none"> • Create a low-tech communication board on boardmaker online • Students will use boardmaker online to select pictures to represent the words they use at the nurses office 	<ul style="list-style-type: none"> • I can organize information • I can represent words with an image 	<ul style="list-style-type: none"> • Students select images that represent the target word (for example “cut”: Do we need to talk about cutting paper at the nurse? Or when you have a cut on your body?)

<p>#8 Exhibition</p>	<ul style="list-style-type: none"> • Students will bring the communication board to the nurses office • Students will provide a demonstration or education on how to use the communication board with students who may have difficulty communicating 	<ul style="list-style-type: none"> • I can communicate in multiple modalities • I can communicate about my learning process 	<ul style="list-style-type: none"> • Students will communicate using the board they made in the nurse's office using the board they made • Students will provide two examples of communication modalities • Students will provide one example of how their thinking or work has evolved during the case study (learning process)
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[Case Study Teacher Reflection Questions](#) -- Suggested questions to help you think about the design strengths of this case study and ways you might want to refine it moving forward.