

K-12 Interpreting Prep Worksheet

Check the Prep	Comments		
Context Information: Audience- C/culture, L/language, age, gender, background, etc. Setting- physical set-up, acoustics, day, time, milieu, etc.	5 th Grade Classroom- objective includes classroom discussion with focus on how tsunami waves are created. This is new material- with scaffolding, this means there will be more support from the teacher, more repetition, expect recycling language, recasting and reconceptualization.		
Content: <u>Tsunami</u> What do you expect will be shared? Possible topics? Subtopics? What vocabulary may be used? What are the overarching concepts? Consider ideas/propositions. Use predictions skills. Do your research and review readings and handouts. What can you visualize? What parallels can be drawn?	Content/Visualization	Source Language Features	Target Language Features
	<u>Wave structure</u> - Trough - Crest <u>Causes happen underwater</u> - earthquakes - volcanos - landslides *water level rises, then gravity pushes is down- the force causes the wave <u>Terms</u> Wave shoaling Harbor wave	- <i>Explanatory Text Type</i> - Descriptions of wave (with possible use of diagram- words like “this”, “that”, “over here”, etc.) - Slower pace - Specific terminology - Follows sequence	- Classifier use to represent the shape and size of wave - Contrasting (difference between a typical wave & tsunami wave) - Depiction- constructed action (showing the movement of water) - Personification of wave movement (see ASL video) Use of space to represent movement of wave from ocean to shore
Classroom Discourse Markers: - Monologic or dialogic? - Questions types (rhetorical, predetermined, low control) - IRF (+pivot?) - Appropriation - “Teacher Talk” Strategies (Repeating, Recast, Reconceptualizing, Cued Elicitation, Recycling language)	Classroom Discourse Markers - Repetition - Recasting - Recycling vocabulary - Low control questions - IRF+pivot	Interpreting Considerations - Use of fingerspelling and classifiers to properly label and connect vocabulary to the wave structure - Engage the student with eyebrows up and signals to indicate that the teacher wants to encourage discussion - Attempt to repeat the vocabulary signs and/or fingerspelling as often as the teacher to reinforce retention of the key concepts	
Additional Resources, Predictions or Considerations:	<i>*I would also like to encourage the observation of deaf teachers in action so that you can understand how the teacher discourse plays out in ASL</i>		

