

Trilingual Literacy Backpacks for Parents and Children

2003-2004

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1. Description of Primary Learners: Preschool through High School

- | | |
|---|--|
| <input checked="" type="checkbox"/> Early Learners | <input type="checkbox"/> High Schools |
| <input checked="" type="checkbox"/> Primary Schools | <input type="checkbox"/> Young Adults |
| <input type="checkbox"/> Upper Elementary | <input type="checkbox"/> Adult Learners |
| <input type="checkbox"/> Middle Schools | <input type="checkbox"/> Intergenerational |

2. Subject/Topical Areas of Inquiry: Language /Communication/Literacy

- | | |
|---|---|
| <input type="checkbox"/> Science/Technology | <input type="checkbox"/> Daily Life Skills |
| <input type="checkbox"/> Social Sciences | <input type="checkbox"/> Business/Economics |
| <input checked="" type="checkbox"/> Arts/Humanities | <input checked="" type="checkbox"/> Local Community |
| <input type="checkbox"/> Personal Development | <input type="checkbox"/> Home, Garden, Auto |

3. Library Resources/Media Formats Used: picture books . videotapes
and computers

- | | |
|---|---|
| <input type="checkbox"/> Reference Books | <input type="checkbox"/> Databases |
| <input type="checkbox"/> Periodicals | <input checked="" type="checkbox"/> Collections |
| <input checked="" type="checkbox"/> Web Sites | <input checked="" type="checkbox"/> Videos, Art Forms |
| <input type="checkbox"/> Production Tools | <input type="checkbox"/> Production Equipment |

Trilingual Literacy Backpacks for Parents and Children

Program Description: This ongoing experience for deaf and hard-of-hearing children and their families begins by setting a learning context through the interaction of deaf and hard-of-hearing children and their families.

The experience includes the deaf / hard-of-hearing child reading picture books with family members, and together viewing videotapes of the picture book story being told in American Sign Language. The books, videotapes (with signed stories), a list of suggested activities, and materials / props / games corresponding with the story are included in each literacy backpack. Backpacks for Spanish-speaking families are also available, which have the storybooks printed in Spanish and Spanish voiceovers with the signed videotapes.

The experience concludes with family members and the deaf child interacting and communicating with each other by using sign language while they enjoy participating in some of the possible activities on the list that correlate with and support the story. During this time the family members and the deaf child demonstrate proficiency with the real-world application of their knowledge products.

Program Benefits: This program enables learners to increase their sign language communication skills along with improving their language and reading skills.

Past participants have valued the program because it helped the family members and their deaf child to express themselves better and to understand others better. The deaf child and the family members all improve their communication skills using sign language, which leads to improved behavior and academic performance in school for the deaf child.

The Roles the Librarian Plays

- Information Specialist
- Instructor in Information Literacy/Inquiry Skills
- Partner to Teachers/Instructors/Subject Experts
- Program Advocate and Administrator

Trilingual Literacy Backpacks for Parents and Children

LEARNING OBJECTIVES FOR PRIMARY LEARNERS

Learning Dimension	Content Objectives	Information Literacy Objectives
<p>Concepts</p>	<p>The deaf child and family members will communicate with each other using sign language. They will connect information and events in stories to life experiences and will share information and ideas using sign language, leading to acquisition of better reading skills.</p> <p>K.2.3, K.7.2 http://www.indianastandards.org/standard2.asp?subj=eng&grade=K</p>	<p>The deaf child and family members will use their improved sign language skills to access, evaluate and use information.</p> <p>ILS 1, ILS 2, ILS 3</p> <p>(The Nine Information Literacy Standards for Student Learning) *next page*</p>
<p>Practices</p>	<p>The deaf child and family members will read books, watch videotapes of stories told in sign language, and participate in corresponding activities.</p> <p>K.2.2, K.2.4, K.4.1, K.4.2, K.3.4</p> <p>http://www.indianastandards.org/standard2.asp?subj=eng&grade=K</p>	<p>The deaf child and family members will pursue information and knowledge related to the theme of the story. They will participate effectively in groups in order to share their ideas and collaborate in generating information.</p> <p>ILS 4, ILS 9 (The Nine Information Literacy Standards for Student Learning)</p>
<p>States of Being</p>	<p>As the deaf child and his family members improve their communication skills using sign language, the deaf child will feel better understood, accepted, and included as a part of his family and as a part of his world. As his language skills improve, so will his reading acquisition skills</p>	<p>The deaf child and his family members will appreciate literature and enjoy sharing and communicating that appreciation.</p>

Trilingual Literacy Backpacks for Parents and Children

TOOL KIT 1: INSTRUCTIONAL GUIDE

This is a guide for the **librarian, teacher, and/or subject expert** to follow when replicating the program. It contains these components, in order of use:

Table of Contents

1. Overview
2. "You Can't Do It Alone"!
3. Sign-Out Sheet
4. List of Backpack Contents
5. List of Available Titles
6. List of Soon to be Available Titles
7. Contact Information



Trilingual Literacy Backpacks for Parents and Children

Overview

Deaf children rely on visual languages to communicate and to build language. Often their families are not knowledgeable in American Sign Language and the deaf child and family members have difficulty communicating with each other. This greatly affects the deaf child's mastery of a language - be it sign language, English, or Spanish. As a consequence, when the deaf child enters school, his/her language skills may be "behind" that of their peers. This can result in poor academic understanding and performance, and in poor social and interpersonal skills.

This program attempts to remediate this issue by providing a way to enrich their reading experiences and enjoyment while building the English and American Sign Language skills of the child and family members. The deaf child brings a backpack home which contains exciting books and materials that encourage the deaf child and family members to acquire signing communication skills, thereby improving the deaf child's ability to acquire communication and to acquire better reading skills. Not all families share the same spoken language - consequently, these backpacks are also available with books printed in Spanish, and signed videotapes with a voiceover in Spanish instead of in English.

YOU CAN'T DO IT ALONE



1. Talk with your principal or supervisor. If you can get her/him excited about your project, the battle is half won.
2. Take a look at the teachers in your school. Which ones have "special needs" classes (i.e. their students include the deaf, hearing impaired, and ESL)?
3. Choose a teacher who seems to be open to innovative ideas and practices.
4. Share your idea and watch as she/he gets "hooked"!
5. Proceed to plan the details of the project together.
6. As the rest of the school staff sees the fun and success you're having, you'll have them coming to YOU, begging to be included!

Contents:

___ One (1) sign language videotape with English voiceover

___ One (1) sign language videotape with Spanish voiceover



___ One (1) book (English)



___ One (1) book (Spanish)

___ 1 2 3 4 5 6 7 toys, games, accessories



___ One (1) camera - take several pictures!



___ One (1) journal notebook - your child and other family members are encouraged to write about their thoughts and feelings about the activities you shared!



List of Available Backpack Titles

1. *How the Grinch Stole Christmas*
2. *The Wolf's Chicken Stew*
3. *The Mitten*
4. *King Bidgood's in the Bathtub*
5. *The Rainbow Fish*
6. *Small Green Snake*
7. *If I Ran the Zoo*
8. *The Very Busy Spider*
9. *Owl Babies*
10. *The Mixed-Up Chameleon*
11. *If You Give a Mouse a Cookie*
12. *Is Your Mama a Llama?*
13. *The Very Hungry Caterpillar*
14. *Gregory the Terrible Eater*
15. *Little Polar Bear*
16. *Feathers for Lunch **
17. *Hop, Jump **
18. *Abuela **
19. *Whoever You Are **
20. *Who is the Beast? **



* Spanish videotape

List of Soon-to-be Available Backpack Titles

1. *The Seasons of Arnold's Apple Tree*
2. *Walking Through the Jungle*
3. *A Color of His Own*
4. *Frederick*
5. *Growing Vegetable Soup*
6. *Top Cat*
7. *Ant Cities*
8. *Why Mosquitoes Buzz in People's Ears*
9. *Salamander Room*
10. *An Extraordinary Egg*
11. *Sea Turtles*
12. *How a Seed Grows*
13. *Leo the Late Bloomer*
14. *Swimmy*
15. *From Tadpole to Frog*
16. *Night Gliders*
17. *Greedy Bears*
18. *Possum Magic*
19. *A House for Hermit Crab*
20. *Jamberry*
21. *Sky Tree*



YOU MAY REQUEST THESE MATERIALS
BY CONTACTING:

LAURA KESTERKE, LIBRARIAN
INDIANA SCHOOL FOR THE DEAF
1200 E. 42ND ST.
INDIANAPOLIS, IN 46205

lkesterke@isfd.state.in.us

Trilingual Literacy Backpacks for Parents and Children

TOOL KIT 2: LEARNERS' MATERIALS

This is the collection of materials that may be reprinted for distribution to the learners in your program. It contains these components, in order of use:

1. Sample letter in English
2. Sample letter in Spanish
3. Sample from a Backpack – Suggested Activities List (English)
4. Sample from a Backpack– Suggested Activities List (Spanish)

1. SAMPLE LETTER IN ENGLISH

Dear Parent,

Congratulations for taking the time to enrich your child's education by reading together! In this literacy bag you will find a book that is loved by children and adults alike. You'll also find ideas to extend the excitement of sharing a book with your child.

Please read the book aloud with your child first, then read it again and take advantage of some of the activities. The activity card provided offers a variety of learning opportunities for your child. Please feel free to pick and choose activities that interest you and your young learner.

This should be a fun experience for you and your child. The activities provided are just a guide. There is no right or wrong way to complete each activity, so just have fun! Of course, if you need any help, or if you have any questions, please feel free to ask me. I will be more than happy to help!

Sincerely,

2. SAMPLE LETTER IN SPANISH

Estimado padre de familia,

Le felicito por enriquecer la educación de su hijo al tomarse el tiempo necesario para leer juntos! En este paquete literario Ud. Encontrará un libro que es querido por niños y adultos por igual. También encontrará ideas para aumentar el placer de compartir un libro con su niño, y asimismo hallará juguetes suaves y abrazables para agregar interés a la historia.

Le sugiero leer el libro en voz alta con su niño una vez, y luego leerlo nuevamente para aprovechar alguna de las actividades. La tarjeta de actividades incluida en el paquete literario le ofrece una variedad de oportunidades para aprender, tanto en la casa como en la escuela. Elija libremente actividades que le interesen a Ud. Y a su joven estudiante.

Esta debiera ser una experiencia divertida para Ud. Y su niño. Las actividades aquí presentadas son solamente una guía. No hay una manera correcta o equivocada de hacer esto, así que simplemente, diviértase! Por supuesto, si Ud. Necesita ayuda, o si tiene alguna pregunta, siéntase en libertad de preguntarme. Para mí será un placer ayudarlo.

Sincerely,

3. SAMPLE FROM A BACKPACK – SUGGESTED ACTIVITIES (ENGLISH)



Feathers for Lunch *Plumas para almorzar* by Lois Ehlert

Pet cats are full of surprises. The children will be surprised at what this cat finds for lunch in the book *Plumas para almorzar* by Lois Ehlert. They can decide what to do with the plush cat toy and feathers at the end of the story. This guide provides activities that will extend the ideas and concepts in this book.

Without a doubt, reading with children spells success for early literacy. Take the time to read daily with your children.

Calico Quilt

Calico is a type of cat. It is also a type of cloth. With scraps of calico and plain fabric, design a quilted wall hanging or family quilt. Using fabric paint on the plain scraps, draw symbols or pictures that tell about your family.

Prediction

Before reading the story, look at the title and the book cover. Predict what you think the story will be about.



Shades of Color

After reading the story, have the children go back and look at the brilliant colors in the illustrations on each page. Have them match a crayon from a box of 64 to the different shades of color for each flower. Then they can pick their favorite color and all its shades to draw and color a flower of their own.

Birds of a Different Feather

At the end of the story, you'll find facts about the birds. Assist the children in cutting strips of paper or string to the length of the larger size for each bird to the nearest inch. Put the strips in order according to size from smallest to largest. Read the bird facts and help children answer the following questions about birds:



How many birds live in the United States?

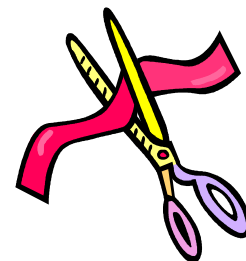
How many of these birds live in a forest?

How many birds have crests?

Which birds eat insects?

Word Building

Select words from the story. Write them on a strip of paper. Cut the letters apart. Let the children put the letters in the correct order to form the words.



Making a List

List six things that show you love your cat or other pets.



Cat Food

In this activity, children will use food to make a mouse. Take a peach or pear half; add raisins or chocolate chips for eyes, strawberry halves or M&M candies for ears, and shoelace licorice for a tail. Ask children to share the mouse dessert with a friend.

Bird Names

Discuss the names of birds. Some names may sound funny—like Ruby-Throated Hummingbird. Explain why this bird has this name (the bird has a red throat). Have children investigate the names of other birds or animals.



Pressed Flower Scrapbook

A wonderful past-time activity is to collect many varieties of flowers of different colors. Have the children cut squares of waxed paper larger than the flower. Lay the flower, spreading the petals and leaves out gently between two pieces of waxed paper. The flowers are then placed in the middle page of a book, adding more books on top for weight. Check to see if the flowers are dry after a few days. Glue them into a scrapbook. Children can use sponge flower art to design the cover.

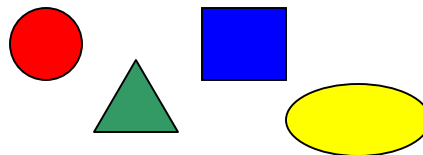
Create a Meal

In this story, *Plumas para almorzar*, the cat was bored eating the same foods day in and day out. Using food ads, have the children cut and past a balanced nutritional meal on a paper plate. Then they can make a grocery list and shop for the food items needed to help cook their paper plate meal. Let them use a calculator to add up the cost of the meal.



Geometric Art

After the children cut circles, triangles, rectangles, and ovals of various colors and sizes, they are to arrange them to make a cat. Tell them not to glue until the shapes are where they want them. They can add a background using crayons and markers.



4. SAMPLE FROM A BACKPACK – SUGGESTED ACTIVITIES (SPANISH)



Plumas para almorzar de Lois Elbert

Los gatos de la casa están llenos de sorpresas. Los niños se sorprenderán al ver lo que este gato encuentra para almorzar en el libro *Plumas para almorzar* de Lois Elbert. Ellos pueden decidir al final del cuento qué hacer con el gato afelpado de juguete y las plumas. Esta guía presenta actividades que ampliarán las ideas y conceptos en este libro.

Sin duda alguna el leer con los niños hace que aprendan a leer y escribir a temprana edad. Tómese el tiempo para leer con sus niños todas las días.

Colcha de calicó

Calicó es un tipo de gato. También es un tipo de tela. Con pedazos de calicó y tela lisa, diseñen un tapiz para pared o una colcha calicó. Utilizando tintas para telas en retazos lisos, dibujen símbolos o figuras que expresen algo de las respectivas familias.

Predicción

Antes de leer el cuento, miren el título y la cubierta del libro. Predigan de qué creen Uds. Que se trata el cuento.

Tonos de color

Después de leer el cuento, haga que los niños vuelvan al principio del libro y miren los brillantes colores en las ilustraciones en cada página. Hagan que escojan colores de una caja de sesenta y cuatro crayones que sean iguales a los diferentes tonos de color de cada flor. Luego pueden elegir sus colores favoritos y todos sus tonos para dibujar y colorear una flor de su elección.



Pájaros de distinto plumaje

Al final del cuento, Ud. Encontrará datos sobre los pájaros. Ayude a los niños a recortar cintas de papel o hilo del largo del más grande de cada uno de los pájaros, con aproximación de una pulgada. Ponga las cintas en orden de acuerdo con los tamaños, de menor a mayor. Lea los datos sobre el pájaro y ayude a los niños a contestar las siguientes preguntas para aprender más sobre los pájaros:



Cuántos de estos pájaros viven en los Estados Unidos?
Cuántos de estos pájaros viven en un bosque?
Cuántos pájaros tienen cresta?
Cuántos pájaros come insectos?

Haciendo una lista

Haga una lista de seis cosas que muestran que Ud, ama a su gao u otro animal de la casa.



Comida de gatos

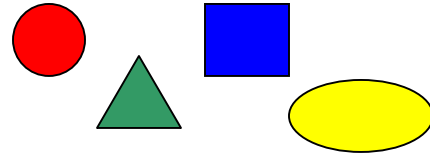
En esta actividad, los niños usarán comida para hacer un ratón. Tome un mitad de una pera o durazno y agregue pasas de uva o chips de chocolate para hacer los ojos, mitades de fresas o caramelos M&M para las orejas, y un pedazo de regaliz para la cola. Pídale a los niños que compartan el ratón de postre con un amigo.

Detectives de plumas

Haga que los niños miren las figuras de los varios pájaros en la parte final del libro y comenten los colores y las características físicas. Elija plumas del paquete de plumas cuyos colores son iguales a los de un pájaro en particular mostrado en la parte final del libro. Muestre las plumas a los niños y haga que ellos adivinen cuál pájaro tiene plumas de esos colores. Los niños pueden señalar el pájaro que ellos creen que está representado por las plumas seleccionada.

Alimentador de pájaros

Ud y los niños pueden reciclar materiales para hacer un alimentador de pájaros. Uds pueden querer usar potes plásticos de leche, recortes de madera o cualquier cosa que pueda servir.



Nombres de pájaros

Comenten los nombres de los pájaros. Algunos nombres suenan cómico-como el Colibrí de garganta de rubí. Explique por qué este pájaro tiene ese nombre (el pájaro tiene la garganta roja). Haga que los niños investiguen los nombres de otros pájaros o animales.



ON LINE REPLICATION KIT FORMAT

TOOL KIT 3: PROGRAM ADMINISTRATION

This is a guide for the librarian or primary partner who is taking responsibility for initiating the program, coordinating the efforts of all partners, and tabulating and reporting the evidence-based program measures. It contains these components, in order of use:

1. Promotion and Advocacy Tools

- * Trilingual Literacy Backpacks for Parents and Children Brochure

2. Partners' Role/Descriptions

- * Roles of Collaboration Partners

3. Project Timeline and Critical Logistics

- * Project Timeline

4. Measurement Guidelines

- *Pre-Evaluation
- *Home Backpack Log
- *Post-Evaluation
- *Response Journals

5. Project Resources with Budget

- *Links
- *Budget

Trilingual Literacy Backpacks
for
Parents and Children



Laura Kesterke
Leading Edge Librarian

Information Literacy Project
To learn more, contact me at:
lkesterke@isfd.state.in.us



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Relay: 711
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Library Partners Academy

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Leading Edge Librarian

Information Literacy Project
Trilingual Literacy Backpacks
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TRILINGUAL LITERACY BACKPACKS

The mission of the Indiana School for the Deaf is to ensure that deaf and hard of hearing students will experience academic and social excellence while immersed in the Bilingual-Bicultural community of the Indiana School for the Deaf. The Bilingual/Bicultural philosophy provides language acquisition and facilitates proficiency in two languages, American Sign Language (ASL), and English. By providing an enriched academic and cultural learning environment, our deaf and hard of hearing students develop a sense of identity within the Deaf community. Students also develop the knowledge, skills and attitudes to function effectively with members of a multicultural, diversified community. These trilingual literacy backpacks include videos of signed stories, storybooks, activity guides, and materials needed for the activities. The children and their families view the signed stories, read the storybooks together, and complete the activities, using the materials included in the backpacks. The families will experience more interaction and communication, and the child will have increased language and communication skills. These skills will enable the child and family to better interact with the community.

Teachers and Librarians collaborate in creating and using trilingual literacy backpacks. A backpack will be taken home by a child bi-weekly. Each backpack focuses on a story and includes the following correlated with the story: one videotape of the story signed in American Sign Language with English voiceovers, one videotape of the story signed in American Sign language with Spanish voiceover, two books with the story – one printed in English, and the other in Spanish, an activity guide to go with the story, and props/ materials to assist the family in doing the suggested activities.

TRILINGUAL LITERACY BACKPACKS encourage families and children to:

- communicate
- use picture and context clues
- make predictions
- retell stories
- connect information and events in stories to life experiences
- identify characters, settings, and important events in stories
- identify favorite books and stories
- discuss ideas to include in a story
- draw pictures and write words for a specific reason
- share information and ideas
- describe people, places, things, locations and actions
- tell experiences or creative stories in a logical sequence

Roles of Collaboration Partners

<p>Librarian</p>	<ul style="list-style-type: none"> ▶ Provides expertise in acquiring information resources in all formats. ▶ Helps to identify links across the curriculum. ▶ Helps the teacher and student to find resources needed for learning and information. ▶ Works with the teacher and students to locate, utilize and produce information. ▶ Provides media equipment and materials.
<p>Teacher</p>	<ul style="list-style-type: none"> ▶ Sets and maintains the time line for backpack use. ▶ Monitors student use of the literacy backpacks. ▶ Checks for understanding and increased use of language and reading skills through the use of evaluations, student and family interviews, and observations.
<p>Principal</p>	<ul style="list-style-type: none"> ▶ Hires substitutes to allow for sufficient time for teachers to collaborate with librarians. ▶ Supports programs for students enrolled in job training programs or community service. These students can assist in some library tasks, so that the librarian will be freed for collaborative planning. ▶ Hires support staff to do routine library tasks so that the librarian has time available for collaboration tasks.
<p>Parents</p>	<ul style="list-style-type: none"> ▶ Read the books with their deaf child several times. ▶ With the child, watch the videotape of the story being told in sign language. ▶ Share activities (from the suggested list) with their deaf child using the materials provided in the backpack. ▶ Using the disposable camera provided, take pictures of the child and other family members communicating while sharing activities.

PROJECT TIMELINE

Month 1	Choose your collaborator
Month 1 & 2	With your collaborator, plan your project
Month 2	Order materials
Month 2 & 3	**Create 'homemade' signed videotapes with Spanish voiceovers
Month 3 & 4	Assemble materials
Months 4 to 12	Distribute backpacks to the students and their families
Month 12	With your collaborator, evaluate the program and discuss plans for improvement for the next school year

** I started with June as Month 1 so the backpacks would be ready to start distribution in September and continue through May

BEFORE USING YOUR FIRST LITERACY BACKPACK

Dear Parent,

We would appreciate receiving your responses to the following statements. Please circle the number that best matches your response, and send this to school in the backpack.

Thank you!

CHILD'S NAME _____ GRADE _____

PARENT'S NAME _____ DATE _____

	Not at all		Somewhat		Easily
	1	2	3	4	5
I communicate well with my child.	1	2	3	4	5
My child can locate the title and the name of the author of a book.	1	2	3	4	5
My child uses picture clues and context to aid comprehension and to make predictions about story content.	1	2	3	4	5
My child can connect the information and events in books to life experiences.	1	2	3	4	5
My child can retell familiar stories.	1	2	3	4	5
My child can identify and summarize the main ideas and plot of a story.	1	2	3	4	5
My child can distinguish fantasy from reality.	1	2	3	4	5
My child can identify characters, settings, and important events in a story.	1	2	3	4	5
My child can identify favorite books and stories.	1	2	3	4	5

SCREEN 4+
PROGRAM ADMINISTRATION

My child can discuss ideas to include in a story.	Not at all		Somewhat		Easily
	1	2	3	4	5
My child can tell a story that a family member will write.	1	2	3	4	5
My child can write using pictures, letters, and words.	1	2	3	4	5
My child can draw pictures and write words for a specific reason.	1	2	3	4	5
My child can understand and follow one-and two-step communicated directives.	1	2	3	4	5
My child can share information and ideas with me.	1	2	3	4	5
My child can describe people, places, things, locations, and actions.	1	2	3	4	5
My child can tell an experience or creative story in a logical sequence.	1	2	3	4	5
My child and I enjoy reading books together.	1	2	3	4	5

AFTER USING YOUR FIRST LITERACY BACKPACK

Dear Parent,

We would appreciate receiving your responses to the following statements. Please circle the number that best matches your response, and send this to school in the backpack.

Thank you!

CHILD'S NAME _____ GRADE _____

PARENT'S NAME _____ DATE _____

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My child can identify characters, settings, and important events in a story.	1	2	3	4	5
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SCREEN 4+
PROGRAM ADMINISTRATION

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My child can tell a story that a family member will write.	1	2	3	4	5
My child can write using pictures, letters, and words.	1	2	3	4	5
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My child can share information and ideas with me.	1	2	3	4	5
My child can describe people, places, things, locations, and actions.	1	2	3	4	5
My child can tell an experience or creative story in a logical sequence.	1	2	3	4	5
My child and I enjoy reading books together.	1	2	3	4	5

JOURNALS

** Any standard spiral bound notebook would be fine. Keep in mind it needs to be light, so the backpack won't be so heavy.

**It helps if you type some starter questions on a large label and place the label inside the cover of the notebook.

**** Examples of starter questions:

What did you like the best?

What was the messiest part?

Who laughed the most?

**The notebook is for parent AND child responses. The parent can write reactions, accomplishments, etc - and the deaf child can either dictate to another family member or write responses himself.

**These responses are removed from the notebook when the backpack is returned and kept in a folder in the classroom.

LINKS

To see similar projects :

<http://warhawks.k12.mo.us>

<http://kinderkorner.com>

<http://imls.gov>

<http://buddyproject.org/backpack>

To purchase signed videotapes:

<http://www.harriscomm.com>

<http://www.buttepublications.com>

<http://members.aol.com/signfiesta/>

To purchase books:

<http://www.permabound.com>

<http://www.follett.com>

To purchase literacy bags/manipulatives:

<http://www.childcraftededucation.com>

<http://www.demco.com>

To purchase backpacks:

<http://landsend.com>

BUDGET

Read With Me ASL Video Series (Volumes 1-10)	\$ 210.00
10 blank videocassettes (for Spanish voiceover)	100.00
15 corresponding hardcover books (English)	375.00
15 corresponding hardcover books (Spanish)	375.00
40 hours of 'voicing' for tapes	800.00
15 literacy bags with props, activity sheet and materials at \$40 each	600.00
"School created" Storytelling Videos (5 stories)	
10 blank videocassettes (ASL)	100.00
10 blank videocassettes	100.00
5 hardback books (English)	120.00
5 hardback books (Spanish)	120.00
15 hours of signing	300.00
15 hours of 'voicing' (Spanish)	300.00
5 Spanish/English literacy bags	200.00
Journals	50.00
Disposable cameras	150.00
Film developing	75.00
30 backpacks at \$45 each	1,350.00