

# October Bell Ringers

See It. Show It.

20 BELL RINGERS · BEGINNER THROUGH LEVEL 5

Start class. Start signing.



## MONTHLY FOCUS

Visual Communication • Description • NMS • Depiction • Receptive Skills • Creativity

### TEACHER NOTE

October adds seasonal fun while keeping the activities flexible. Halloween-themed prompts are optional and include easy alternatives. Use the Bell Ringers in order, jump around, repeat favorites, and adapt them to your current lessons. Make them yours.

### HOW DIFFERENTIATION WORKS

Most activities include Beginner, Intermediate, Advanced, Advanced Plus, and Level 5 options. Some are intentionally marked **All Levels**. Teachers may move students up or down as appropriate.

### OCTOBER PHILOSOPHY

Halloween is seasoning, not the whole meal. The goal is to help students think visually while giving teachers activities that remain useful in any classroom.

## WHAT'S INSIDE

20 BELL RINGERS

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1

Fall in Five

LEVELED

|               |                                                                                                      |
|---------------|------------------------------------------------------------------------------------------------------|
| BEGINNER      | Produce 5 signs you associate with fall.                                                             |
| INTERMEDIATE  | Use 5 fall-related signs in short ASL thoughts.                                                      |
| ADVANCED      | Describe a fall scene using visual details.                                                          |
| ADVANCED PLUS | Incorporate space, movement, and NMS into the description.                                           |
| LEVEL 5       | Give a spontaneous visual description of a fall experience without relying heavily on lexical signs. |

MAKE IT YOURS

Change “fall” to something happening in your community.

2

What’s in the Bag?

ALL LEVELS

Imagine reaching into a mystery bag. Without naming the object, show its size, shape, texture, weight, and how you would handle it. Your partner guesses what’s inside.

MAKE IT YOURS

Use actual fall or Halloween objects if appropriate.

3

Pumpkin Face

LEVELED

|               |                                                                                                                |
|---------------|----------------------------------------------------------------------------------------------------------------|
| BEGINNER      | Teacher shows an emotion. Students reproduce the facial expression.                                            |
| INTERMEDIATE  | Pair the expression with an appropriate signed message.                                                        |
| ADVANCED      | Communicate the same basic message with three different emotions.                                              |
| ADVANCED PLUS | Demonstrate how NMS changes the interpretation of a message.                                                   |
| LEVEL 5       | Convey subtle attitudes such as skepticism, reluctance, sarcasm, excitement, or disbelief through natural ASL. |

TEACHER NOTE

No pumpkins required!

4

Visual Detective

ALL LEVELS

Look around the classroom for 20 seconds. Turn around or close your eyes. The teacher changes one thing. Students identify what changed using ASL.

**Round 2:** change two things. **Round 3:** let a student be the detective master.

5

Don’t Sign It!

LEVELED

Teacher provides an everyday object. Students cannot use the object’s sign or fingerspell it.

|               |                                             |
|---------------|---------------------------------------------|
| BEGINNER      | Use gesture, size, and shape.               |
| INTERMEDIATE  | Add visual description.                     |
| ADVANCED      | Use depiction/classifiers when appropriate. |
| ADVANCED PLUS | Give a detailed visual representation.      |
| LEVEL 5       | Embed natural depiction within discourse.   |

Partner identifies the object.

6

Autumn Categories

LEVELED

TEACHER GIVES A CATEGORY

Food

Clothing

Weather

Activities

Nature

|               |                                                |
|---------------|------------------------------------------------|
| BEGINNER      | Produce 3–5 related signs.                     |
| INTERMEDIATE  | Produce 5–8 and use several in context.        |
| ADVANCED      | Compare items within the category.             |
| ADVANCED PLUS | Explain relationships among them.              |
| LEVEL 5       | Give an impromptu response about the category. |

MAKE IT YOURS

Add categories connected to your current unit.

7

Show Me the Weather

ALL LEVELS

Without signing the actual weather word, visually portray each condition. Partners identify the weather. Then students invent another weather condition.

PORTRAY THESE

Windy

Cold

Pouring rain

Beautiful fall day

TEACHER NOTE

Focus: show it rather than label it.

8

The Haunted House

LEVELED

|               |                                                                                             |
|---------------|---------------------------------------------------------------------------------------------|
| BEGINNER      | Describe 3 things you might see inside a mysterious house.                                  |
| INTERMEDIATE  | Describe one room.                                                                          |
| ADVANCED      | Establish the room spatially and describe where objects are located.                        |
| ADVANCED PLUS | Move through the environment visually using space and perspective.                          |
| LEVEL 5       | Create a short cinematic ASL description that allows the audience to visualize the setting. |

MAKE IT YOURS

Use “Mystery House,” “Old House,” or “Strange House” instead of a haunted house.

9

What Happened Next?

LEVELED

Teacher begins a visual scenario:

PROMPT

“Someone is walking through the woods when suddenly...”

|               |                                           |
|---------------|-------------------------------------------|
| BEGINNER      | Add one event.                            |
| INTERMEDIATE  | Add 2–3 events.                           |
| ADVANCED      | Create a short sequence.                  |
| ADVANCED PLUS | Use role shift and depiction.             |
| LEVEL 5       | Develop a cohesive spontaneous narrative. |

MAKE IT YOURS

Stop at an interesting point and let another student continue later.

10

Teacher’s Choice

TEACHER CHOICE

No activity from us today. Ask yourself: **What did my students need more practice with this week?** Turn that into today’s 5-minute Bell Ringer.

TEACHER NOTE

Your students. Your classroom. Your choice.

11

Candy Debate

LEVELED

Choose two candies — or two favorite snacks.

|               |                                                                             |
|---------------|-----------------------------------------------------------------------------|
| BEGINNER      | Identify which you prefer.                                                  |
| INTERMEDIATE  | Give one reason why.                                                        |
| ADVANCED      | Compare the two.                                                            |
| ADVANCED PLUS | Persuade your partner that yours is better.                                 |
| LEVEL 5       | Defend your position naturally while responding to your partner’s argument. |

MAKE IT YOURS

Use pizza toppings, snacks, desserts, drinks, or another fun category.

12

Mirror Me

ALL LEVELS

Partners face each other. Partner A creates a short sequence of movement, facial expression, and body movement. Partner B mirrors it as accurately as possible. Switch. Round 2 gets faster.

TEACHER NOTE

Focus: visual attention and body awareness.

13

Five-Second Look

LEVELED

Teacher displays or arranges several objects for five seconds, then hides them.

|               |                                                                   |
|---------------|-------------------------------------------------------------------|
| BEGINNER      | Identify items.                                                   |
| INTERMEDIATE  | Describe items.                                                   |
| ADVANCED      | Describe locations.                                               |
| ADVANCED PLUS | Reconstruct the scene.                                            |
| LEVEL 5       | Provide a detailed visual reconstruction using space effectively. |

14

Make It Bigger!

ALL LEVELS

Start with a basic reaction such as *surprised*. Now build it: slightly surprised – surprised – REALLY surprised – completely shocked. Try tired, annoyed, excited, scared, or confused. Then reverse it.

TEACHER NOTE

Focus: degrees of meaning through facial expression and body movement.

15

Costume Without the Costume

LEVELED

Choose a character, profession, animal, or famous type of person. Do not reveal who you are.

|               |                                       |
|---------------|---------------------------------------|
| BEGINNER      | Use movement/gesture.                 |
| INTERMEDIATE  | Add familiar signs.                   |
| ADVANCED      | Use role shift.                       |
| ADVANCED PLUS | Add characterization and perspective. |
| LEVEL 5       | Sustain a visual characterization.    |

Classmates guess.

TEACHER NOTE

No actual costume necessary.

16

Student Challenge

STUDENT CHOICE

Students create today’s October Bell Ringer. The rule: it must involve visual communication. Teacher selects one challenge for the class — or saves the best ideas for later.

TEACHER NOTE

Your turn to teach us.

17

Something’s Not Right...

LEVELED

Teacher signs or describes a normal situation but inserts one absurd detail.

EXAMPLE

“I woke up, brushed my teeth, got dressed, and drove my refrigerator to school.”

|               |                                                                      |
|---------------|----------------------------------------------------------------------|
| BEGINNER      | Identify the strange item or action.                                 |
| INTERMEDIATE  | Explain what’s wrong.                                                |
| ADVANCED      | Correct the story.                                                   |
| ADVANCED PLUS | Add another absurd detail naturally.                                 |
| LEVEL 5       | Retell the scenario as a coherent but increasingly ridiculous story. |

TEACHER NOTE

Great receptive practice disguised as silliness.

18

Fall Scene

LEVELED

Imagine: trees changing color, leaves falling, wind blowing, and someone walking through the leaves.

|               |                                          |
|---------------|------------------------------------------|
| BEGINNER      | Identify or show individual concepts.    |
| INTERMEDIATE  | Describe the scene.                      |
| ADVANCED      | Use space and depiction.                 |
| ADVANCED PLUS | Add movement and perspective.            |
| LEVEL 5       | Create a vivid cinematic representation. |

MAKE IT YOURS

Try a snowstorm, beach, cafeteria, football game, busy hallway, or current unit setting.

19

Spooky 60 Seconds

LEVELED

PROMPT

“Something strange happened last night...”

|               |                                                                                         |
|---------------|-----------------------------------------------------------------------------------------|
| BEGINNER      | Communicate for 20 seconds.                                                             |
| INTERMEDIATE  | 30–45 seconds.                                                                          |
| ADVANCED      | 60 seconds.                                                                             |
| ADVANCED PLUS | 60 seconds with role shift, NMS, and depiction.                                         |
| LEVEL 5       | Give a spontaneous 60-second narrative emphasizing natural ASL and visual storytelling. |

MAKE IT YOURS

Use “Something funny happened yesterday...” for a non-Halloween option.

20

October Challenge — Show Me, Don’t Tell Me

ALL LEVELS

Communicate something without relying primarily on vocabulary. It can be an event, emotion, object, activity, place, or experience. Classmates determine the meaning. Then discuss: what made the message visually clear?

TEACHER NOTE

Finish the month by focusing on visual clarity, not vocabulary quantity.

September gets students' hands moving again. October pushes them toward thinking visually.

|                      |             |                     |     |
|----------------------|-------------|---------------------|-----|
| Visual Communication | Description | Receptive Attention | NMS |
| Depiction            | Spatial Use | Storytelling        |     |

Teachers who enjoy Halloween can lean into the seasonal prompts. Teachers or schools that do not celebrate Halloween can use the alternatives without changing the learning goal.

Every Bell Ringer should have a reason to exist. If an activity feels like another activity with different vocabulary, we replace it.

[illegible]