

American Sign Language 1020 - Lesson Plan

Instructor: David Davenport

Unit: Lesson Topic:	Unit 15: Life Event Talking about School
Date:	October 8, 2012
Target Language:	Second language (ASL)
Class:	21th class in the semester
Level:	ASL Beginning II
Year:	First Year
Goal:	To describe some different kinds of schools and grade level in a life event narrative.
Objective:	<ol style="list-style-type: none"> 1. Students will be able to describe different kinds of schools and grade levels 2. Students will be able to demonstrate the expressive skills about school experience and graduation. 3. Students will be able to understand Deaf culture regarding to institution of the Deaf school.
Materials:	<ol style="list-style-type: none"> 1. Laptop 2. Projector 3. Keynote presentation with different pictures
Lexical [Signs]:	GROW-UP UNIVERSITY COLLEGE H-S, ELEMENTARY DEAF-SCHOOL MAINSTREAM-SCHOOL GRADE CL:5-LIST-UP-GRADE-LEVEL GRADUATE LATER-ON MOVE-TO INTRODUCE
Plan for Lexical:	The instructor introduces new signs while s/he is telling her/his story, and s/he uses the identify & label with both the illustrations and her/his story for growing up, deaf school, grades , mainstream school, go up to senior level, graduate, later, move, and introduce.
Grammar:	Non-manual signals for conditional sentence structures Example: <u>Referring to Age:</u> English 1: When I was 18 years old, I graduated from high school."

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Plan for grammar:	<p>ASL 1: PAST PRO-1 EIGHTEEN-YEAR-OLD (raise eyebrow/slight head tilt) H-S PRO-1 GRADUATE.</p> <p>English 2: When I was 7 years old, I moved to the Deaf School.</p> <p>ASL 2: PAST PRO-1 SEVEN-YEAR-OLD (raise eyebrow/slight head tilt) DEAF-SCHOOL PRO-1 MOVE-TO</p> <p><u>Referring to other events:</u></p> <p>English 3: When I graduated from H.S., I move to D.C. for Gallaudet University.</p> <p>ASL 3: PRO-1 H-S GRADUATE (raise eyebrow/slight head tilt) PRO-1 MOVE-TO D-C GALLAUDET UNIVERSITY</p> <p>English 4: When I was married, I transferred to other university.</p> <p>ASL 4: PRO-1 MARRY (raise eyebrow/slight head tilt) PRO-1 UNIVERSITY rf TRANSFER UNIVERSITY-If</p> <p>The instructor uses illustrations as sentence structure in order. S/he also demonstrates how to use non-manual signals for conditional sentence structure.</p>
Definition:	<p>Conditional Sentence in ASL</p> <p>Non-manual signal (facial expression) replaces with 'WHEN' vocabulary for conditional sentence structure.</p>
Procedures:	<p><u>Opening:</u> (5 minutes)</p> <p>The instructor will begin to discuss about current events around us and ask students to share their opinions or remarks about current events. After that, the instructor will do a roll call in ASL.</p> <hr/> <p><u>New Information:</u> (25 minutes)</p> <ol style="list-style-type: none"> 1. Introduce first picture on the slide#2 and ask students to share their assumptions about the picture. (SCHOOL, ELEMENTARY, H-S, etc...) 2. Introduce about the part of Deaf culture about institution (DEAF-SCHOOL & MAINSTREAM-SCHOOL) then discuss about the difference between both educational settings. 3. Show the grade levels on the slide#5. Ask students how to describe from 9th to 12th grade then graduate. Then demonstrate the appropriate signs for ranking regarding the grade levels. (CL:5-LIST-UP-GRADE-LEVEL) 4. Introduce the new grammar about conditional sentence structure on slide#7 by showing the timeline in picture without English sentence indicates on slide like, "When I was 18 years old, I graduated from high school." 5. Comparing Hearing person and Deaf person when they introduce with each other. <hr/> <p><u>Activity/group work:</u> (15 minutes)</p> <ol style="list-style-type: none"> 1. Assign paris of students 2. Have students to tell their own story about school experience and graduation.

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	<p>Closure: (5 minutes)</p> <ol style="list-style-type: none"> 1. Review with students about their stories. 2. Review vocabulary (Lexical signs and grammar) <hr/> <p>Preview: (1 minute)</p> <ol style="list-style-type: none"> 1. Watch the video clip on part 24 in the textbook and fill out the answers for Wednesday.
Deaf Community/ Deaf Culture	<p>Introducing new vocabulary about DEAF-SCHOOL and MAINSTREAM-SCHOOL and discuss about the difference between the vocabulary.</p> <p>Comparing Hearing/Deaf people's introduction (first time meet):</p> <p style="padding-left: 40px;">The instructor shows the picture of two people on the slideshow and explained how hearing people meet and introduce themselves to each other. S/he calls two volunteers to come in front of the class. Both students pretend that they don't know each other. S/he asks them how would they introduce each other.</p> <p style="padding-left: 40px;">After that, s/he calls for another volunteer to come up in front of the class. The student and the instructor would be pretending that they don't know each other. S/he introduces herself/himself to the student by sharing her/his background (deaf identify, families, and deaf school).</p> <p style="padding-left: 40px;">After the demonstration, they discusses the difference between hearing and Deaf culture for introduction. Ask students why it is different between the two cultures.</p>
Standards (ACTFL*)	<p>Communication: Interpersonal (1.1) - work with partner on the life event narrative.</p> <p>Cultures: Practice (2.1) - Discuss deaf people's memories at a Deaf schools.</p> <p>Comparisons: Cultures (4.2) - Compare hearing and Deaf people's introduction.</p>
Evaluation/ Assessment	<p>Students will be assessed during class discussion in the class for participation. The instructor will ensure students using appropriate grammar and vocabulary in their story about school and graduation. The instructor will always assess students' expressive skills in whole class time. The instructor will ask students questions for comprehension check. This part will be on the unit exam.</p>

* - American Council on the Teaching of Foreign Language (ACTFL) - National Standards for Foreign Language Education 5Cs (Communication, Culture, Connections, Comparisons, and Communities). www.actfl.org

Reference:

Smith, D., Lentz, E. & Mikos, K. (1988). *Signing Naturally Level Three: Teacher's Curriculum Guide*. San Diego, CA; Dawn Sign Press.