

How To Learn ASL

Level 1 (Parts 1 & 2)

Summary

1. **Subject(s):** Introduction to ASL
2. **Grade/Level:** Beginner
3. **Objective:** To introduce students to the basic mechanics of ASL such as the alphabet, question words, nouns, pronouns, times of day and emotions.
4. **Time Allotment:** Two 1-hour lessons

Implementation

Learning Context

Introduce the material in a manner that relates to all students. Ask how and why learning ASL is beneficial to all students, and not just those who are hearing impaired.

If students are having trouble connecting to the subject matter, try to elicit some of the following connections hearing students could already have with ASL:

- ★ Body language/ miming: for times when verbal communication is not possible
 - Ex: communicating with someone across a room, or in a loud space
- ★ Safety: if you were unable to speak in an emergency such as choking it would be important to be able communicate and ask for help non-verbally
- ★ ASL's ability to bridge gaps between verbal language barriers
 - Ex: being able to communicate with those who SPEAK other languages but may SIGN in the same language

Procedure (Lesson 1)

- a. **Anticipatory Set: (5 minutes)** After introducing What ASL is and how it relates to the students, ask if any of the students already know any signs they may think are incorporated in ASL. Get them thinking about what universal signs they already know (OK, Thumbs up/down, Choking, and other common ways in which we “talk with our hands”)
- b. **Direct Instruction: (20 minutes)** Go over the alphabet slide together
 - a. Show each sign and have students show it too
 - b. Go through the signs slowly together in order (slowly singing the alphabet song but stopping for each letter to make sure everyone has it correct)
 - c. Go to the slide with alphabet song videos, and practice together. You can do this a few times, and have the students look away from the video or look at each other in pairs the second and third times.
- c. **Guided Practice: (5 minutes)** Have each student sign their own name. They can sign to each other. They can practice until they can do it super-fast.
- d. **Direct Instruction: (5 minutes)** Ask the students to make a “question face” (the kind of confused face you make when asking a question) - they will use this for question words. Go over the question words slide. Practice each word a couple times as a group. Remember to use a “question face” when signing a question word.
- e. **Independent Practice: (5 minutes)** Put the students in pairs and have them “quiz” each other on question words.
- f. **Direction Instruction: (10 minutes)** Go to the Question Words slide. Introduce and practice each word as a group. Go to “Grammar Alert 1” and watch grammar video.
- g. **Guided Practice: (10 minutes)** Go to the “Practice Activity 1” slide. Learn the sign for “name”. Ask the group to put together the question “What is your name?” and the answer “My name is _____”. Have the students walk around the room and ask each other “What is your name?” and answer “My name is _____.”

Procedure (Lesson 2)

- b. **Check for Understanding: (10 minutes)** Review the material from last week:
 - a. Use the review slide to Go over the alphabet together as a class
 - b. “Sing” the alphabet song together signed (If you want, you can do once slow, once fast, and then once “super-fast” for fun)

