

How to Learn ASL

Level 2 (Lessons 3, 4 & 5)

Summary

1. **Subject(s):** Basic Colors, Places, Emotions, Verbs & Adjectives
2. **Topic:** Vocab
3. **Objective:** To build upon Level 1 ASL by providing students with descriptive vocab necessary to create more complex sentences. This lesson will also focus on clarifying the intent of actions such as giving versus receiving help.
4. **Time Allotment:** Three 1-hour lessons

Implementation

Learning Context

Try and introduce and reinforce vocab through open dialogues that engages critical thinking about the definition *and* the perception of that word. Keep this dialogue open in order to close with how the various perceptions within the class are similar to the various perceptions between different communities that utilize ASL.

Procedure (Lesson 3)

- a. **Anticipatory Set: (15 minutes)** Review material from lesson 1 to re engage students with familiar material. Then ask students what their favorite place to go as a way of introducing new vocab.
- b. **Direct Instruction: (15 minutes)** Introduce places and prepositions to students then have them pick their favorites to narrow focus for guided practice to their interests in order to reinforce ASL as a skill useful towards expressing themselves nonverbally. Practice making nouns plural.
- c. **Guided Practice: (30 minutes)**
 - i. Use the maps to practice asking where certain buildings are and describing where they are. You can use the first map as a class and discuss together (asking questions and answering), and then the second map for pair work.

- ii. Practice “is it?” questions in popcorn-style by asking students in the room if something is true and having them answer yes or no. They can then ask one another and take turns answering.
- iii. If you need to fill more time, you can have the students get in pairs for a fun activity: each student takes a piece of paper and draws a block of a neighborhood. They then describe it to their partner, who has to try to draw the same thing without looking. Compare. You might let students look at each other’s drawing and assign a prize (next class) for the best match.

Procedure (Lesson 4)

- d. **Check for Understanding: (20 minutes)** Briefly review lesson 1 material (*5 minutes speed review*). Then Review vocab from last lessons charades & encourage students to describe ways in which they are able to relate and remember individual signs to their own perceptions and experiences with those words (*10-15 minute thorough review*).
 - i. This will help them individually reinforce the connection with their own communication styles, while also allowing them to experience how others may associate the same word with a different meaning or context (this is also a great way to get them thinking about how others perceive the same word differently and create a platform for *comprehension* versus simply memorization)
- e. **Direct instruction: (15 minutes)** Introduce more emotions and adjectives. Practice these with repeating and with students individually - it helps to return to a word you just did to make sure it connects. Introduce “Is/are” questions. You can ask questions popcorn-style in the group: “Is he happy?” “yes”. “Is she sad?” “No.”
- f. **Independent Practice: (15 minutes)** Use provided ‘word banks’ and group students together to continue practicing charades for places and emotions without the powerpoint. Rotate groups and word banks every 5 minutes to keep the class engaged and focused. Be sure to visit each group throughout this session to assist and answer any questions.
- g. **Closing: (10 minutes)** Allow students to discuss how they originally interpreted signs that stood out to them, and how hearing others interpretations shaped their understanding of each sign. Ask students to think about how some signs may be shaped by the experiences of the deaf community and how this may help or hinder non hearing impaired students from learning ASL

Procedure (Lesson 5)

- e. **Check for Understanding: (20 minutes)** Briefly review material from the last two lessons (*5 minutes speed review*). Then Review vocab from last lessons charades & encourage students to describe ways in which they are able to relate and remember individual signs to their own perceptions and experiences with those words (*15-20 minute thorough review*).
 - i. Play charades by acting out emotions and have students guess through ASL
 - ii. Repeat charades but with places instead of emotions
 - iii. This will help them individually reinforce the connection with their own communication styles, while also allowing them to experience how others may associate the same word with a different meaning or context (this is also a great way to get them thinking about how others perceive the same word differently and create a platform for *comprehension* versus simply memorization)
- h. **Direct Instruction: (20 minutes)** Introduce the color vocabulary. Introduce “What color is ____?” question style and either have students ask in pairs or just pass the questions popcorn-style around the room.
 - a. prompt students to use color vocab to describe available objects (whether it be their clothing, the walls of the classroom, nearby props, etc)
 - b. Introduce parts of the body (quick lesson, since these are basically pointing and spelling)
 - c. Work as a class to describe the people pictured on the board. Help each other recall the words. (You may want to stay away from describing each other in the class physically if your students are in high school or younger, so that no one’s feelings are hurt.) A great review activity here is to put students in small groups, give them some magazines, and have them describe people that they see.
 - d. Go over clothing vocabulary. Here you can point to clothing in the room and have the students sign it (since they also know colors). You can also have students sign a clothing item (with color) and have any student wearing that clothing item raise their hand, or everyone point to that clothing item in the room (for clothing, it’s okay to use students in the room generally).
- i. **Independent Practice: (10 minutes)** Use provided ‘word banks’ and group students together to continue practicing charades for places and emotions without the powerpoint.

Rotate groups and word banks every 5 minutes to keep the class engaged and focused. Be sure to visit each group throughout this session to assist and answer any questions.

- j. **Closing: (5 minutes)** Allow students to discuss how they originally interpreted signs that stood out to them, and how hearing others' interpretations shaped their understanding of each sign. Ask students to think about how some signs may be shaped by the experiences of the deaf community and how this may help or hinder non-hearing impaired students from learning ASL.

Differentiated Instruction

In this lesson pay closer attention to different types of learners through how they explain their own perceptions behind word meaning and association. This will better help you in moving forward to focus teaching styles to cater towards different learning styles.

Examples of different learners:

- a. Visual Learners
- b. Auditory Learners
- c. Kinesthetic Learners
- d. ESL Students
- e. At-risk Students
- f. Advanced Learners

Materials & Resources

- a. Instructional Materials: Powerpoint slides and videos.
- b. Resources: Word Bank Handout
- c. Prize for contest in Lesson 3
- d. Stack of magazines in Lesson 5 (and also good for a review activity at any time if you have down time - you can look for colors, dates, people to describe, foods, or have students play a "find the item" or "hide and seek" game in pairs by describing one thing on the page and having the partner find it.



Notes:

