

How To Learn ASL

Level 3 (Lessons 6, 7, 8 & 9)

Summary

1. **Subject(s):** Introduction to ASL
2. **Grade/Level:** Beginner
3. **Objective:** To build on the basic mechanics of ASL learned in Level 2 and introduce new vocabulary and grammar structures including verbs and sentence structure, numbers and time and calendars, foods and ways of describing foods, school subjects, “What is your favorite?” questions, and the ability to synthesize information into short stories.
4. **Time Allotment:** Two 1-hour lessons

Implementation

Learning Context

ASL is a language where beginners can start forming sentences and having conversations rather quickly because the grammar structure is not quite as formal and nuanced - with basic nouns and verbs, you can really start talking! Remind students that you as the teacher certainly aren't an ASL expert (unless you are) but that we can all learn and try together. These sections will require taking some risks and chances and trying to say things. If students have internet access, using an online ASL dictionary can be helpful. This is not required and students should be encouraged to try to communicate anyway, even if they have to leave out some signs or speak some words.

If you don't get to all the content in every lesson, that's okay. Some groups will take longer to review. It's better if the students learn a few things and remember them than learn a lot of things and not remember them. However, you want to keep moving along enough to keep the course fun.

Procedure (Lesson 6)

- a. Anticipatory Set: (5 minutes)** What do we already know how to say in ASL? A lot! Who can remember a question we know how to ask? (You can look back at the slides together if needed.) Today we're going to learn some verbs so we can start talking.
- b. Review: (10 minutes)** Review the places slide. You may use this slide to review prepositions as well.
- c. Direct Instruction: (20 minutes)**
 - a. Go over the verbs slide and review each word a few times. You can mix it up by using the following teach and review methods:
 - i. Show the video and sign together
 - ii. Review and sign together
 - iii. You say the word and student (or class) signs
 - iv. You sign and student (or class) says the word
 - v. Students partner up and quiz one another
 - vi. "Pass" words around the class popcorn-style: one student says a word to another student, who has to sign that word, then choose a new word to say to the next student
 - b. Go over the negative verbs slide and have students sign a compound verb and others say what it means. Then you can switch it up by having one student say a compound verb and the next student (or the whole class) has to sign.
- c. Guided Practice: (10 minutes)** "Time to tell stories" activity. Put students in pairs or small groups and give them 10 minutes to come up with a short story (5 sentences) using the words they know. You can give them the word list handout to help them. They can use a sign language dictionary on their phone if applicable. Students then sign/speak their story to others in the group
- d. Group Practice and Learning Assessment: (15 minutes)** Choose a student (or ask for volunteers) to sign their story to the class. They should sign it without talking first, and see if the students in the class can understand. The class can ask questions in ASL or just ask the student to repeat the story once. Then, after their tries to understand, the student retells the story by signing and talking. Get new volunteers or call on new students until you run out of time.
- e. Homework:** Everyone look up one sign (something appropriate for class) that we haven't covered yet and teach it to the class next week! (This allows them to personalize the material).

