

# LESSON PLAN

**Lesson Plan Author:** Vyron Kinson

## SCHOOL

<i>Institution</i>	Gallaudet University
<i>Course</i>	ASL Level 2 (ASL 208)
<i>Curriculum</i>	Signing Naturally Level 2, Units 8
<i>Students</i>	16 students
<i>Duration</i>	Mondays, Wednesdays, and Fridays from 1:00to 1:50 pm
<i>Co-Faculty</i>	Elayne Fife, Tyler Heisey, Vyron Kinson, on-the-job adjunct position – teaching internship

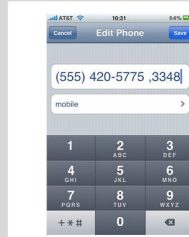
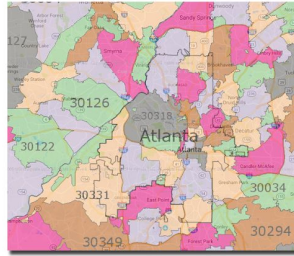
<i>Unit Outcomes</i>	<p>Unit 8: Making Requests and Asking for Advice</p> <p>At the end of this unit, the students will be able to:</p> <ol style="list-style-type: none"> <li>1. Identify form and movement while fingerspelling months in ASL.</li> <li>2. Modify verbs to agree with subjects and objects.</li> <li>3. Communicate the various numbers</li> <li>4. Explain situations, make request and agree with the conditions.</li> <li>5. Identify negation signs and demonstrate how to use them effectively.</li> </ol>														
<i>Lesson Outcomes</i>	<p>Lesson:</p> <p>At the end of this lesson, the students will be able to:</p> <ol style="list-style-type: none"> <li>1) Identify the different number in specific categories</li> <li>2) Integrate symbiotic relationship between stories, months, numbers and agreement verbs</li> <li>3) Recognize the difference between cardinal and identification</li> </ol>														
<i>ACTFL Standards</i>	<p>This lesson satisfies the following ACTFL standards:</p> <p>1.1: Students engage in conversations &amp; exchange contact information</p> <p>1.2: Students understand &amp; interpret various numbers</p> <p>2.1: Students show the understanding of Deaf cultures</p>														
<i>Outcome &amp; Standards Chart</i>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Lesson Outcomes</th> <th style="text-align: center;">Unit</th> <th style="text-align: center;">ACTFL</th> </tr> </thead> <tbody> <tr> <td>1) Identify the different number in specific categories</td> <td style="text-align: center;">3</td> <td style="text-align: center;">3.1, 4.1, 4.2</td> </tr> <tr> <td>2) Integrate symbiotic relationship between stories, months, numbers and agreement verbs</td> <td style="text-align: center;">1,2,3</td> <td style="text-align: center;">3.1, 5.1</td> </tr> <tr> <td>3) Recognize the difference between cardinal and identification</td> <td style="text-align: center;">3</td> <td style="text-align: center;">3.1, 4.1, 4.2</td> </tr> </tbody> </table>			Lesson Outcomes	Unit	ACTFL	1) Identify the different number in specific categories	3	3.1, 4.1, 4.2	2) Integrate symbiotic relationship between stories, months, numbers and agreement verbs	1,2,3	3.1, 5.1	3) Recognize the difference between cardinal and identification	3	3.1, 4.1, 4.2
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<i>Teaching Methods</i>	Interactive Learning, Direct Method, Whole Language, Audiolingual Method														
<i>Vocabulary</i>	<p>Nouns: NUMBER, PHONE, PAPER, NOTE, PEN, PENCIL, BOOK, RESTAURANT, COMPANY, FRIEND, INFORMATION, GET, HIGHWAY, CONDITIONS, ACCIDENTS, REPAIRS, FREEWAY, PROBLEM, IMPROVE, FIX, UNABLE, LANDLINE, BREAKDOWN, COLLAPSE, ASSISTANCE, AMBULANCE, SERVICES, INJURY, DEATH, FALL, DIFFICULT, BREATH, DIE, HURT, DOWN, HURRY, LIGHT; SOMETHING, SYSTEM, FUNCTION, VEHICLES, PROBLEM, RENOVATION, MAN</p>														

	<p>RESTORATION, HOUSE, SENATOR, OFFICE, OFFICIERS, CARD, PEN, LOCATION, COUNTY, SIREN,</p> <p>Verbs: GIVE, CALL, GET, CATCH, WAIT, GO, ORDER, REQUEST, TELL, LIVE, EAT, CRY, SLEEP, PASS, PUZZLE, WONDER, SEE, INFORM, IDENTIFY, COMPLAIN, BREATHE, EXPLAIN, ASK, FALL, COLLAPSE, DROP, LOOK, CUT, FIGHT, HAPPEN, MOVE, ACT, FUNCTIONING, DAMAGE, BEGIN, WRITE, SIGN, THINK, ASK, DISCUSS, HELP</p>
<i>Grammar</i>	Orientation, palm in/out, split, pattern, single movement, non-dominant side, pause, shifts, nod
<i>Cultural Application</i>	Educate students about Deaf people's preference of using cell phone and videophone in its authentic form (e.g. Audiolingual (Army) Method)
<i>Materials Needed</i>	<p>Digital Presentation (download from <a href="#">Signing Naturally website</a>)</p> <p><u>Objects for Classroom:</u></p> <p>Powerpoint</p> <p><u>Textbooks:</u></p> <p>Signing Naturally - Teacher's Level 2 pages 205 – 212; Student Workbook pages 109 – 113; "Phone Number" section in Signing Naturally Level 3 DVD</p>

## LESSON PROCEDURES

<b>Activity</b>	<b>Description</b>	<b>Length</b>
<i>Roll Call/ Opening</i>	Teacher asks student's favorite number. For example: Raychelle, your favorite number?	2 mins
<i>Review</i>	Demonstrate the agreement verbs and months, ask students to demonstrate and pair students to demonstrate the agreement verbs and months.	3 mins
<i>Teacher Directed</i>	<p>Show <i>Signing Naturally DVD: Giving Phone Numbers</i></p> <p>Areas of focus:</p> <p>1) Cardinal vs Identification</p> <ul style="list-style-type: none"> <li>• After you show the video, you explain and demonstrate the difference between Cardinal (counting) and Identification (zip codes, house numbers, social security, phone number).</li> <li>• You demonstrate the numbers that you see on the slide</li> </ul>	10 mins

ID number



## 2) Phone Numbers

- You demonstrate the number again.
- You delegate each students to demonstrate the number on the slide.



## 3) The phone number list on the slide.



411

511

611

911

- You hand out the sheet with a list (and a pencil if a student didn't bring one) to the students.
- You set up 4 groups of 4 students.
- You instruct students to find the numbers of 4 companies.
- You are encouraged to observe other students and correct them if it is needed.
- You can encourage students who did it right, to support other classmates who are struggling or confusing.
- Once 4 groups completed an assignment, you give an overall feedback for all students.



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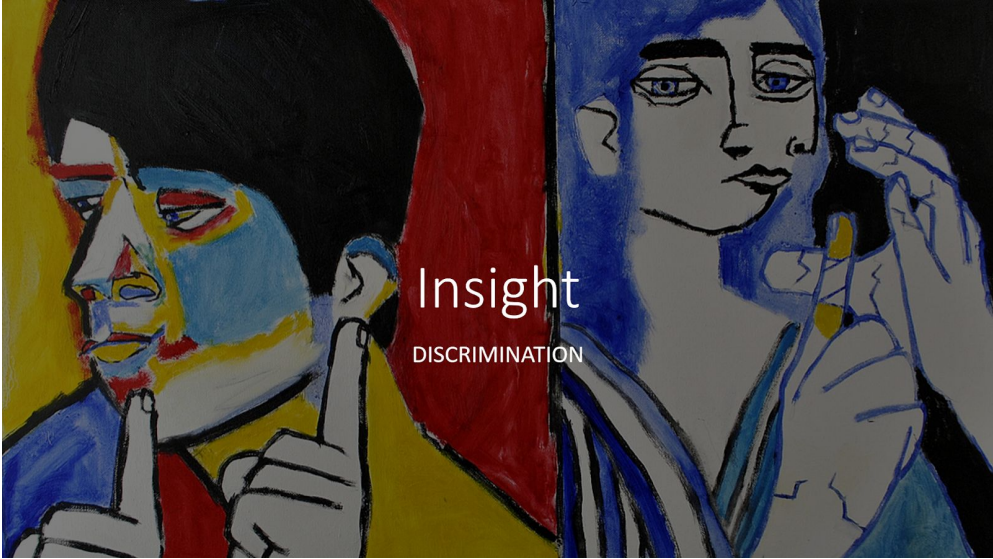
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DBHDD

*Guided Practice*

Demonstrate pair up or group dialogue: how to ask for the phone numbers; Teacher guides students to pair and practice signing phone number correctly, phone number. Students practice asking, giving and copying the numbers and interacting the conversation.

10 mins

	Teacher moves among students and assesses student work. When the activity is complete, the teacher reviews the phone number procedure, points out common errors seen during guided practice, and provides constructive feedback.	
<i>Independent Practice</i>	Teacher has students teamworking to find the phone number from the companies via their smartphone or laptop. The teacher will observe and give feedback as needed. Teacher has students giving me their phone number and ensure that their signing for number patterns, placements, handshapes, and signs are correct. The one of the placement examples is when students sign the number on the side of the body instead of in the front face. The students' handshapes need to be clear. So classmates would be able to read the handshapes.	15 mins
<i>Cultural Application</i>	<p>1.You educate students about Deaf people's preference of using cell phone and videophone; cell phone is the only phone that deaf students can send texts or check emails or both. VP can be downloaded on the phone but in some areas that may be difficult to receive a service which causes the screen to be blurred. Also, you explain about the third person that will render messages for two people.</p> <p>2.You tell one of Deaf stories of discrimination like being rejected to get into the nurse program because couldn't hear on the stethoscope but demonstrated alternative way to work on the blood pressure readngs that isn't required to hear it.</p>	9 mins
		
<i>Closure</i>	Explain upcoming assignment. Ask students if there is any new vocabulary that they really want to know. Answer questions. Dismiss class.	1 min
<i>Assessment</i>	Informal: During paired and group activities, use informal assessment techniques such as asking to repeat, observe, show how to request for phone numbers, praise, rephrase, nod, recast, clarify, expand, kimp, etc.	N/A

	Formal: Submit 30 seconds – 1 minute video via MarcoPolo discussing their experience with phone number and make a request. Must include role month(s), agreement verbs. Evaluate using a rubric (attached).	
<i>Accommodations</i>	I as a Teacher will work with the Office of Students with Disabilities. Provide CDI/DI Team for Blind student in class to be aware of going on in the class; DeafBlind student will get braille of students' phone number and common numbers like 911, 411, etc. The DeafBlind student will be encouraged to ask classmates for the phone number then DeafBlind students will search the phone number on the braille sheet and match with their names.	N/A
<i>Total</i>		50 mins

### References

Lentz, E.M., Mikos, K., & Smith C. (2014). *Signing naturally level 2: Teacher's curriculum guide*. San Diego, CA: DawnSignPress.

Lentz, E.M., Mikos, K., & Smith C. (2014). *Signing naturally level 2: Student workbook*. San Diego, CA: DawnSignPress.