

Lesson Plan Title: Analysis of the Cow and Rooster ASL Poem
Grade 9 ASL Curriculum as Second Language, Open

COURSE CODE: _____
LENGTH OF TIME: 75 MINUTES

ASL Grammatical Construction Comprehension and ASL Text and Literature Analysis (Second Strand)

Overall Curriculum Expectation:

OE: 1.0 Use a variety of comprehension strategies to extract meaning from ASL literary works and ASL texts, including ASL media works, in various genres for a variety of purposes and contexts;

Specific Curriculum Expectations:

SE: 1.2 Use reasoning and critical thinking strategies to comprehend ideas and information in ASL literary works, texts (e.g. group language-experience stories, brief ASL information, short ASL biographies, ASL news, brief announcements in ASL, familiar short ASL narratives, ASL advertisements, etc.), including ASL media works, using a variety of comprehension strategies before, during and after deciphering-deconstructing;

SE: 1.3 Deconstruct, analyze and respond to ASL literary works, and texts, including ASL media works, using a variety of strategies to determine meaning before, during and after deciphering-deconstructing with teacher support;

SE: 1.5 Use comprehension strategies to analyze and decode ASL words and classifiers to determine or confirm the meaning of familiar and unfamiliar ASL words and/or classifiers in ASL literary works, and texts, including ASL media works, with teacher support;

Student Background Knowledge:

- Knowledge of ASL parameters (handshape)
- General knowledge of farm and farm animals
- General knowledge of racism, sexism, audism, and stereotypes
- Previous discussions with ASL people
- Knowledge of poetic features (handshape rhyme) –previously discussed.
- Previous knowledge of what an allegory is.

Learning Goals:

We are learning to critically analyze Cow and Rooster for meaning and respond to the ASL poem.

Success Criteria:

- analyze and identify the handshape rhyme in the ASL poem Cow and Rooster to determine meaning.
- use my background knowledge to understand and interpret the ASL poem.
- identify the events in the ASL poem and retell the poem.
- other success criteria co-developed with students.

Materials:

Whiteboard or flip chart and markers
Video clips of cows and roosters in farms
Cow and Rooster Poem

LED Projector
Interactive Writing Board
Story board
Any computer technology that has a webcam-e.g., tablet; iPad; camcorder; Google Chromebook or other device with the capability to capture student works.

Media Literacy Resources:

Silent Voice Website
YouTube

Introduction: Learning Goal and Success Criteria (5 minutes)

- Discuss learning goal and success criteria with students

Minds On: Review allegory, farm animals and ASL rhyme (10 minutes)

- Ask students to briefly explain what an allegory is based on previous discussions.
- Have students discuss what they think cattle and chicken are like... what their general character traits might be like.
- Show short video clips of cows and roosters in their farm environment.
- Review ASL handshape rhyme.

Group Discussion:

Have students discuss the characteristics they noticed in the video clips of both animals and how each animal moves. Then have them discuss possible handshapes that would be used for each animal.

Action I: Analysis of the ASL poem

Before deciphering-deconstructing:

Show students the title of the Cow and Rooster. Explain to the students that they will be deconstructing the Cow and Rooster poem.

Have students analyze the first stanza in the Cow and Rooster poem to set up descriptions of the events to identify and predict the next ASL stanza with teacher support. They will use cueing systems with teacher support to identify the plot in the stanza.

Differentiated Instruction:

Student Learning Preferences and Learning Styles:
Linguistic (in ASL),
Visual,
Social,
Kinesthetic, and
Logical

Top Student Interests:

Technology
Videos
Real-life experiences and applications
Hands on activities

Action Part II: Small-group Collaborative Activity

They will use a storyboard to draw the events and track the handshape that corresponds with each animal. They will refer to the ASL poem repeatedly to check the first stanza for verification of their storyboard pictures.

ACTION III: Collaborative Activity in Pairs

Students will split up into pairs to do a role play on Cow and Rooster to demonstrate their understanding of referential shifting using the handshape as cue for them to shift roles.

Then they will retell the first stanza of the Cow and Rooster using a video technology to capture their ASL retelling.

Ask each student do an ASL literary response journal to answer the following questions:

- What handshape rhyme do you notice? Why do you think the poet selected a specific handshape for each of the characters?
- What happened between the characters? Why do you think this conflict happened?
- Can you give an example of your experience, or of something you saw that relates to the conflict between the rooster and the cow?

Consolidation: (5 minutes)

Reflection: Rating scale

- Have students take a minute to circle the rating they give themselves on this slip.

On your rating scale slip, rate your understanding of the first stanza of the ASL poem, Cow and Rooster, from 1 (very little) to 5 (considerable).

Revisit Learning Goal and Success Criteria:

- Identify one thing you learned today.
- Identify one thing you would like further clarification about.

Differentiated Assessment:

Use identified success criteria to monitor (self-assess as well) progress toward achieving stated learning goal(s) and to provide descriptive feedback that will help students to identify where they are in their learning, where they need to go, and how to get there.

Anecdotal Notes/Observation: Group discussion responses to teacher questions

Product Assessment: Retelling assignment and ASL literary response journal

Self-assessment: Reflection questions and rating scale

Peer-assessment: Collaborative activities (storyboard and roleplay)