

Lesson Plan: Greetings in ASL

Grade 9 Curriculum: American Sign Language as a Second Language, Open

Course Code:

Length of time: 75 minutes

Specific Curriculum Expectations:

1st Strand: Conversational Discourses in ASL

SE 2.1 Identify purposes for responding in formal and informal contexts;

2nd Strand: ASL Grammatical Construction Comprehension & ASL Text and Literature Analysis

SE 1.2 Use reasoning and critical thinking strategies to comprehend ideas and information in ASL literary works and ASL 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;

3rd Strand: ASL Grammatical Construction & ASL Text and Literature Construction

SE 1.1 Determine purpose for creating ASL literary works, and ASL texts, including ASL media works, to present their work for a selected audience, with support and direction from the teacher;

SE 2.1 Generate, develop and organize ideas and information for creating ASL literary works and texts, including ASL media works, using the ASL constructing process with support.

SE 3.1 Demonstrate an awareness of self in social and academic contexts through ASL socio-cultural norms and practices (e.g. language registers and conventions) within the ASL community through constructing ASL, ASL literary works and ASL texts, including ASL media works, with support;

Students' Background Knowledge:

- Knowledge of their name in ASL
- General knowledge of ASL grammar using negation, affirmation, wh-q and yes-no q markers.
- General knowledge of social conventions (formal and informal register)

Learning Goal #1:

We are learning to analyze and compare greetings in ASL in different ASL registers between two people.

Success Criteria:

- * identify the purposes for responding in formal and informal contexts.
- * analyze, identify and explain the differences between formal greetings and informal greetings.
- * identify social conventions for both formal and informal registers.

Learning Goal #2:

We are learning to construct a short ASL informational text using greetings in different ASL registers with our partners.

Success Criteria:

- * follow the steps of the ASL constructing process.
- * set a purpose and select the audience for my ASL text.
- * comprehend and construct greetings (one-on-one and group) in ASL using formal and informal registers.
- * use appropriate non-manual grammatical markers and affect while greeting in ASL.

<p>Materials:</p> <ul style="list-style-type: none"> • Graphic Organizer (Venn Diagram) • Flipchart • Markers <p>Media Library Resources:</p> <ul style="list-style-type: none"> • Silent Voice Website - ASL resources on greetings in ASL and examples of non-manual grammatical markers 	<p>Digital Literacy Tools:</p> <ul style="list-style-type: none"> • iMovie (Mac) • Mac computers • Teacher's laptop/desktop with LCD projector & adapter • And other technology that allows for capturing of ASL works by students • Interactive Writing Board <p>Differentiated Instruction & Strategies</p> <ul style="list-style-type: none"> <input type="checkbox"/> Participate in role play <input type="checkbox"/> Enrichment/enhancement activities <input type="checkbox"/> Language learning strategies <input type="checkbox"/> Students' learning styles: visual, kinesthetic, social (interpersonal), linguistic (in ASL), logical
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<p>Introduction:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Discuss learning goals and success criteria with students. <input type="checkbox"/> Review language learning strategies <p>MINDS ON: Study of Greetings in ASL in Formal and Informal Contexts (Registers)</p> <ul style="list-style-type: none"> • Greet students when they arrive in class, one by one, then greet the students as a group. • Ask students to identify and describe differences in greetings in ASL. • Model different greetings using formal and informal registers in ASL. • Have students analyze the use of register in ASL using these guiding questions, "What is formal and informal register?", "What is the purpose of this specific greeting?", "What are the social conventions involved in both formal and informal registers?", "What does ASL grammar look like?" <p>ACTION I: Analysis of Greetings in Formal and Informal Contexts (Registers)</p> <ul style="list-style-type: none"> • Have students in groups decipher-deconstruct two ASL texts from the Silent Voice website: ASL Text #1 "Introducing Friends" and ASL text #2 "Basketball Tryout." • Have each group record their observations on a flipchart. • Have each group take turns to share their observations. <p>ACTION II: Video Project: ASL Informational Text</p> <ul style="list-style-type: none"> • In pairs, have students develop two types of role play showing formal and informal greetings respectively via iMovie. • Discuss rubric with specific criteria with students. • Review the ASL constructing process with the class and have students split into pairs to follow the steps of the ASL constructing process. • At the revising stage, have pairs do peer assessment and give feedback to another pair on accuracy and clarity of information • At the editing stage, have pairs do peer assessment and provide feedback to a different pair to edit their ASL work. • Showcase their ASL work to class! <p>CONSOLIDATION: Exit Slip & Student-Teacher Conference</p> <ul style="list-style-type: none"> • Exit Slip: What did you learn about Greetings? What further questions do you have on this topic?

ASSESSMENT(S):

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.

CONVERSATION (Assessment AS Learning): Peer Assessment and Student-Teacher Conference

OBSERVATION (Assessment FOR Learning): Anecdotal Observation Notes/Pedagogical Document

PRODUCT (Assessment OF Learning): Rubric for Short ASL Informational Text in ASL video