Lesson Plan – Spring 2013

Instructor: Felicia Williams
Classroom: SLCC 2304
Email: Felica.williams@gallaudet.edu
Office hours: Tuesdays & Thursdays – 9:00am – 10:50am
Students: Oral (Non-native) students (16 students)
Grade: First Year (Freshmen)

Date: Tuesday, January 22, 2013

Objective Students will be able to describe and classify a variety of handshapes

Topic of discussion: Shapes – discussing the identification of classifiers and how to demonstrate a variety of handshapes in Academic ASL.

Lesson Goal: After identifying the variety of handshapes, students will be able to elaborate the handshapes regarding to their bedroom layouts, pets, furniture, and etc.

Lesson Outcomes:

- Students will be able to explain basic linguistic features in ASL.
- Students will be able to give specific examples of how to identify classifiers in ASL.
- Students will be able to achieve Academic ASL with their works.
- At the end of the class, students will be able to identify four parameters of ASL under ASL phonology.
- At the end of the class, students will be able to present their works.

Rationale:

This is very significant part for the students who have strong ASL background to be able to identify the linguistic features in ASL. As throughout the discussion, the students will have the ability to learn how to analyze the signs that consist of linguistic features and be able to discuss in Academic ASL by providing an examples for varied signs. This will be beneficial for the students to achieve the Gallaudet University's SLO (Student Learning Outcomes).

Materials needed:

- PowerPoint – in PDF Format (attached)
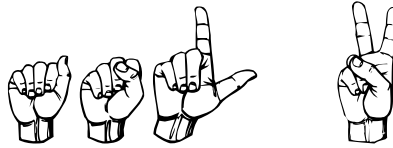
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- Signing Naturally DVD

<u>Lesson Sequence</u>

<u>9:00 – 9:05</u> Sign the paper for Roll Call (Documentation Purpose)

<u>9:05- 9:10</u> - Review of previous class – Ask students if they have any questions regarding to last class' discussion regarding to syllabus
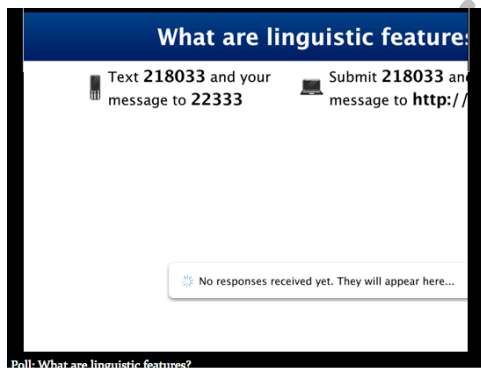
<u>9:10 -</u> Plan for today – Discussion

<u>9:10 – 9:15</u> -

Create the question on Polleverywhere.com.
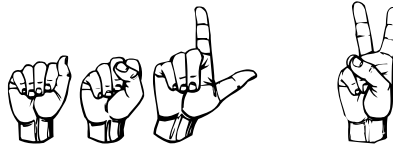
Teacher will ask the students varied question.

    i)   Identify types of classifiers

<u>9:15 – 9:25</u>

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Group Activity:

Split groups in 4

Inform the students to think of handshapes

HANDSHAPE: B – IRELAND, BEER,

HANDSHAPE: BENT-V : VEEABLE, QUOTE, SELFISH

9:25 – 9:45

Students share their ideas with class of what they have come up with.

Be sure to provide positive feedback.

9:45 – 10:45

Explain a variety of signs in ASL: classifiers

Ask students why is it important to know what is classifier and what is not?

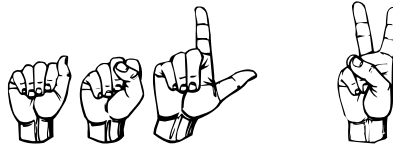Ex: DOTS-SHIRT = classifier, THICK-BEARD = classifier

Wrap – up

1. Ask students what they have learned today related to variations in ASL.

2. Why is it important to understand the variations in ASL?

Review PPT for clarification if needed

Assignment

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Give the assignment – it's on the PowerPoint (Video Assignment – Instruction) and uploads it to Mythread
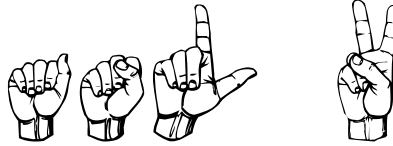
Assignment description:

1. Think of two handshapes (e.g. –BENT V, CLOSED C)
2. Create ASL sentence for 3 signs
3. Submit via MyThread – DUE: Tuesday, January 29, 2012

   a) Example: BENT V
   1. VEEABLE (LAST NIGHT, IX SAW SOMETHING, IX VEEABLE HARD)
   2. QUOTE (FOR BOOK REPORT IX(you) MUST QUOTE AUTHOR'S NAME)
   3. SIT-DOWN (DOG SIT-DOWN NEXT-TO IXme)

Example: CLOSED C
   1. COMPLAIN
   2. LISTEN
   3. BOSS

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While assessing the student's performance and comprehension skills, the teacher will be using a variety of questions to engage student's participation to see if they have learned the information. For the activity, the students will be split into groups to encourage the students to work together as a team, and at the same time, the students in the group will play roles. During the activity, I will assess students' signing performance and I will provide language model and if the error is repeated, I will explain differently.

For the evaluation of students' academic ASL in their video essays, there is a following rubric that is to be used to make sure that the students are following the expectations for their works.

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American Sign Language Video Assignment Rubric

Definition

An ASL Video Assignment is the development and expression of ideas in American Sign Language recorded through digital means. A video assignment involves learning to work in many genres and styles. It can involve working with many different visual technologies, and mixing texts, data, and images.

	4 (Exceptional)	3	2	1 (Developing)
Organization	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the video assignment cohesive.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the video assignment.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the video assignment.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the video assignment.
Genre/Disciplinary Conventions *(Please see glossary)*	Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or assignment(s) including organization, content, presentation, formatting, and stylistic choices.	Demonstrates consistent use of important conventions particular to a specific discipline and/or assignment(s), including organization, content, presentation, and stylistic choices.	Follows expectations appropriate to a specific discipline and/or assignment(s) for basic organization, content, and presentation.	Attempts to use a consistent system for basic organization and presentation.
Language Use	Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the video assignment. Language in video is appropriate to audience.	Language choices are thoughtful and generally support the effectiveness of the presentation. Language in video is appropriate to audience.	Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in video is appropriate to audience.	Language choices are unclear and minimally support the effectiveness of the presentation. Language in video is not appropriate to audience.
Working with Sources	Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the assignment.	Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the assignment.	Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the assignment.	Demonstrates an attempt to use sources to support ideas in the assignment.
Formatting	Background, clothes, and jewelry are appropriate choices with no distractions. Camera placement is appropriately sized. Correct brightness of light on camera. Editing is excellent and shows a completed product.	Background, clothes, and jewelry are good choices with few distractions. Mildly close or far from camera; few signs are out of picture. Mildly dark or bright to see signing. Editing is adequate and acceptable.	Background, clothes, and jewelry are average choices with some distraction. Little too close or too far from camera; some signs are out of the picture. Little too dark or too bright to see signing. Editing is choppy and unfinished.	Background, clothes, and jewelry are poor choices and often distracts. Too close or too far from camera; many signs go off the screen. Too dark or too bright to see signing.

Note: Some content in this rubric was acquired from the Association of American Colleges and Universities Public presentation VALUE Rubric and reformatted to satisfy expectations involving American Sign Language.
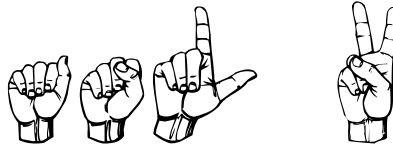
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<u>Teaching Methods</u>

The following teaching methods that I would use:

a) Direct Method – This method is used to demonstrate the handshapes of items to help the students to have better understanding of using shapes for their homework assignment.

b) Natural Approach – This method is used for the student's language to engage increasingly and it allows the students to see improvement as they assess their language skills visually.

c) Total Physical Response – This activity could apply to in classroom where students can benefits greatly by following my commands as I ask them to move things around for housing layouts.