

LESSON PLAN

Lesson Plan Author: Michael Dunham

SCHOOL

<i>Institution</i>	University of Pacific Coast
<i>Course</i>	ASL Level 2
<i>Curriculum</i>	Signing Naturally Level 2, Units 7-12
<i>Students</i>	20 students
<i>Duration</i>	Mondays and Wednesdays from 3:30 to 4:45 pm
<i>Instructor</i>	Michael Dunham

OUTCOMES

<i>Unit Outcomes</i>	<p>Unit 9: Describing Places</p> <p>At the end of this unit, the students will be able to:</p> <ol style="list-style-type: none"> 1) Specify directions within a multi-story building and surrounding outdoor locations using a common reference point. 2) Explain directions going from one location to another location. 3) Demonstrate cardinal and ordinal numbers in ASL using appropriate form, hand shape, palm orientation and movement. <p>Able to use descriptive classifiers appropriately when describing locations.</p>		
<i>Lesson Outcomes</i>	<p>Lesson: Giving Directions: Next to, Across from</p> <p>At the end of this lesson, the students will be able to:</p> <ol style="list-style-type: none"> 1) Give directions to places using weak hand to maintain the location of the corner when signing NEXT-TO or ACROSS-FROM 2) Able to recognize and produce four signs representing the intersection vectors. 3) Use horizontal map orientation 		
<i>ACTFL Standards</i>	<p>This lesson satisfies the following ACTFL standards:</p> <p>This lesson satisfies the following ACTFL standards:</p> <ol style="list-style-type: none"> 1.1: Engage in conversations about location 1.2: Understand & interpret variety of topics 1.3: Students describe the location using concepts, and ideas 3.1. Students reinforce and further their knowledge of giving direction using ASL 		
<i>Outcome & Standards Chart</i>	Lesson Outcomes	Unit	ACTFL
	1) Give directions to places using weak hand to maintain the location of the corner when signing NEXT-TO or ACROSS-FROM	1,2	1.1, 2.1
	2) Able to recognize and produce four signs representing the intersection vectors.	3	1.1, 1.2
	3) Use horizontal map orientation	2,3	1.2, 3.1

<i>Teaching Methods</i>	Communication Language Teaching, Principled Eclecticism, and Nature Approach
<i>Vocabulary</i>	Nouns: (corner vectors) CORNER-near right, CORNER-near left, CORNER-far right, CORNER-far left, NEXT-TO, ACROSS-FROM, STARBUCKS, PF(Planet Fitness), Apple, and WF(Whole Foods)
<i>Grammar</i>	Signer's perspective, Weak hand as reference point, Horizontal map orientation, Facial markers to tell how close/how far
<i>Cultural Application</i>	Depictive storytelling as a cultural value in Deaf-World; show classic cultural depictive stories in its authentic form (e.g. whole language)
<i>Materials Needed</i>	Digital Presentation (download from Signing Naturally website) <u>Objects for Classroom:</u> Keynote Presentation (attached) Pre-made maps using lego bricks Gallaudet Map worksheet-handouts A set of pencils for students to borrow Textbooks: Signing Naturally Teacher's Level 3 pages 133 – 138; Student Workbook pages 184 – 188; For teacher: review homework 9:5 in Signing Naturally Level 2 DVD

LESSON PROCEDURE

Activity	Description	Length
<i>Roll Call-Review</i>	Teacher does roll call by asking each student different questions from Unit 9:1 and 9:2. Use the roster list to ask each student, "What kind of neighborhood do you want to live in?" For larger class, you can add variant such as "worst" neighborhood. When student answered using contextualized sign, marked as attended.	5 mins
<i>Teacher Directed</i>	Show <i>Signing Naturally DVD: 9:5</i> Areas of focus: 1) Spatial awareness regarding the corner vectors. a. Present the slide with four corner. Ask the students how they will sign the shown picture. If students sign correct, reinforce them, otherwise shown the sign for CORNER-near right, CORNER-near left, CORNER-far right, CORNER-far left. Emphasize each sign by referring to the four corners. b. Next slide will have the same four corners with business icons.(Starbucks, Planet Fitness, Apple store, and Whole Foods) c. Emphasize the sign connect to the business icon eg: STARBUCKS WHERE, CORNER-near right point 2) Spatial awareness regarding using NEXT-to and ACROSS-FROM-place	15 mins

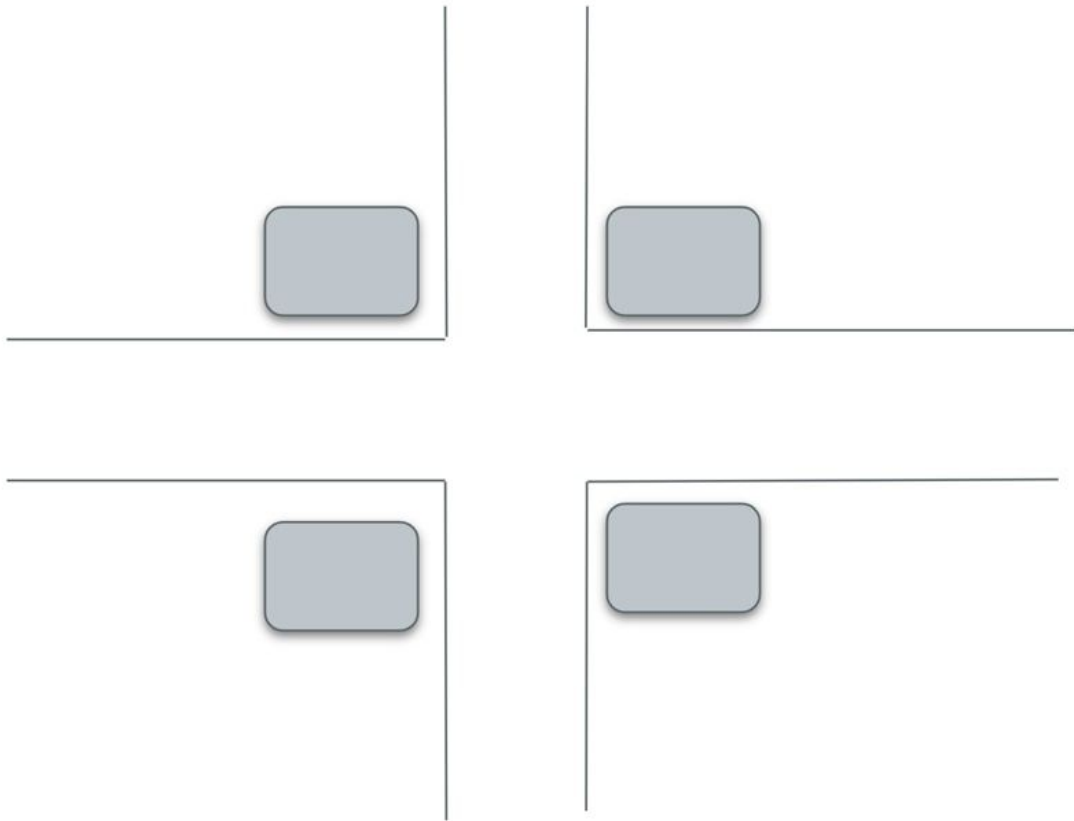
	<ul style="list-style-type: none"> a. Next slide will have a street map with eight blocks. Each block has a business icon. Probe the students to sign one of the four corners and the business associated to the corner. b. Then show the sign NEXT-to. Use the business icon the student gave you as an example, Whole Foods, and use NEXT-to to sign the next business icon, Planet Fitness. c. Continue using the same business icon, Planet Fitness. Review the sign “STREET” and reinforce the students’ spatial awareness by showing the sign “ACROSS” and sign the business icon. <p>3) Reinforce horionizal map usage</p> <ul style="list-style-type: none"> a. Review the sign for NORTH, SOUTH, WEST, and EAST, be sure your sign align with the map. b. Show the signer’s perspective when signing NEXT and ACROSS. Be sure to show the sign for NEXT using the NORTH, SOUTH, WEST, and EAST. ex: YOU SEE STARBUCK, NORTH (pause) NEXT (move hand upward) c. Repeat for ACROSS 	
<i>Guided Practice</i>	<p>Present the next slide containing street map with various business and landmark:</p> <ul style="list-style-type: none"> 1. Ask students to identify the store using the corner vector (present the lego map to a student with OSD letter) <ul style="list-style-type: none"> ex: SEE FOUR CORNERS? YOU SEE STARBUCKS WHERE? 2. Ask students to use ACROSS and NEXT-TO to identify places. <ul style="list-style-type: none"> ex: SEE STARBUCKS, ACROSS (south) point WHAT? 	5 mins
<i>Independent Practice</i>	<p>Teacher pass out the worksheets of Gallaudet map to paired students. Students are paired up by their proximity. One student will play the role of a potential Gallaudet University(A). The other student will play the role of receptionist at Gallaudet’s visitor center(B). Student A will use the Gallaudet map to ask Student B the location of a building. Student A can pick a building and fingerspell the name. Student B will use the response and inform which named building is next to other building.</p>	15 mins
<i>Cultural Application</i>	<p>Briefly describe five buildings in Gallaudet and their purpose: Example: Fowler Hall is where the Educational department.(Normally I tell my students that this is where I study for my undergraduate classes)</p>	5 mins

<i>Closure</i>	Using the map on closing slide Summon students to ask the class where each place are. When all students response, use tis as transition to describe the upcoming assignment. Answer any concerned questions. Dismiss class.	5 mins
<i>Assessment</i>	Informal: During paired and group activities, use informal assessment techniques such as asking to repeat, observe, show puzzled-face, positive reinforce, rephrase, nod, commenting, clarify, expand, etc. Formal: Three questions Submit 1-2 minutes videos – 3 Must include contextualized answers using the placement description Evaluate using a rubric (attached).	N/A
<i>Accommodations</i>	Work with Office of Students with Disabilities. Proivde tactical map using lego bricks for students to feel the street layout.	N/A
<i>Total</i>		50 mins

References

- Lentz, E.M., Mikos, K., & Smith C. (2014). *Signing naturally level 2: Teacher's curriculum guide unit 713*. San Diego, CA: DawnSignPress.
- Lentz, E.M., Mikos, K., & Smith C. (2014). *Signing naturally level 2: Student workbook unit 7-12*. San Diego, CA: DawnSignPress.

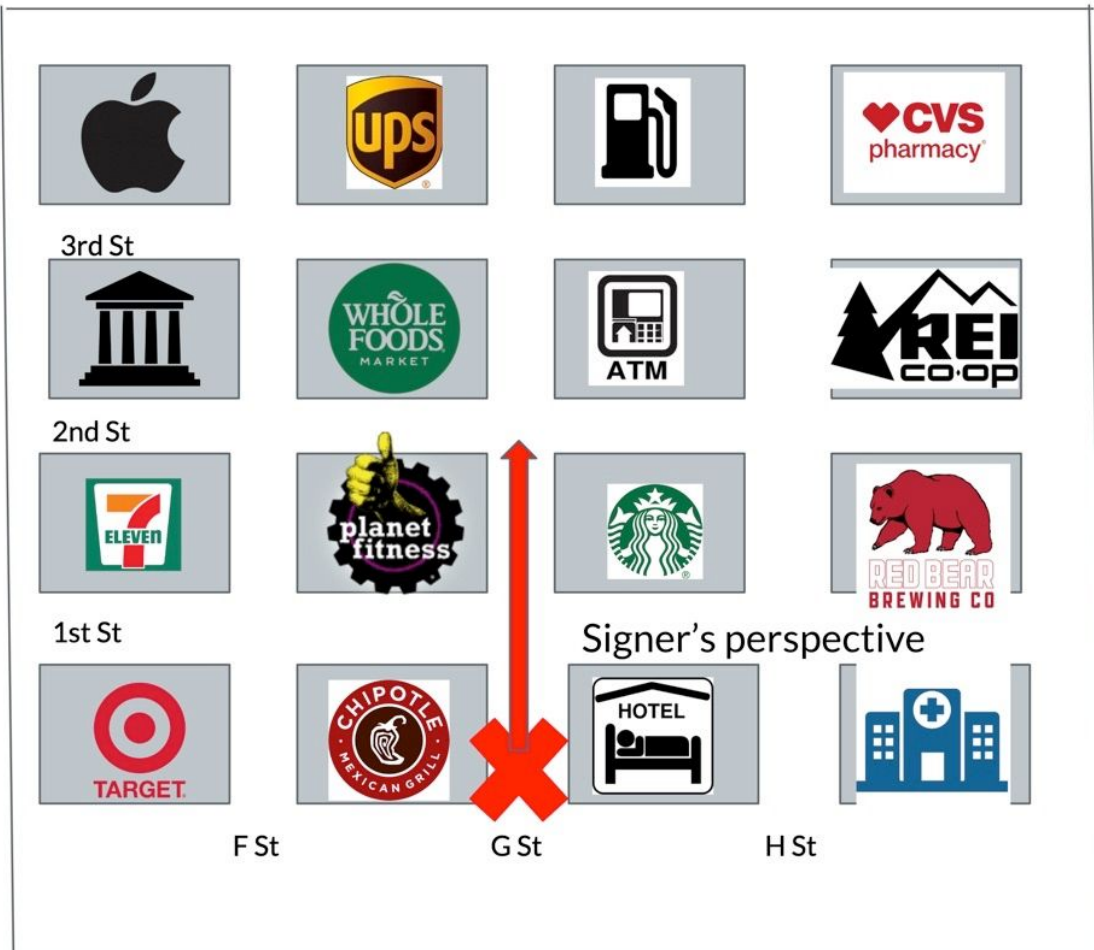
Four Corner Slide



4 corners with business icon



Guided Practice ActivityGaGal



Gallaudet Map

