Westside High School – Foreign Language LOTE

WEEKLY LESSON PLAN

Teacher: Mr. Gallien

Subject: ASL Level one

Week of January 13 to 17th, 2025

Grade: Grade 9 - 12

6 Weeks Cycle: 4th of 6 Week – 19

Lesson Plan: ASL 1

Objective:

Students will learn how to correctly use fingerspelling in American Sign Language (ASL).

Students will be introduced to and practice vocabulary from Signing Naturally Unit 4.14 and Unit 4.5 / 4.8 (words related to activities, family, and other common interactions).

Students will be able to recognize and produce fingerspelling for names, places, and simple words.

Materials Needed:

Whiteboard & markers

Flashcards with vocabulary words

Lesson Breakdown:

1. Warm-up and Review (10 minutes)

Objective: Review previous lessons, build familiarity with fingerspelling.

Start with a short review of previous vocabulary or topics covered.

Ask the class to participate in a quick review of fingerspelling alphabet.

Write random letters on the board and ask students to fingerspell them aloud.

Briefly review the ASL alphabet (both uppercase and lowercase) with visual aids.\

Activity 1: Video Clip or Demonstration

Show a Lifeprint video (or demonstrate) explaining the importance of fingerspelling in ASL. Discuss when and why fingerspelling is used (for names, places, etc.).

Go over the rules for fingerspelling:

Keep letters steady and clear.

Avoid bouncing or shifting hand positions.

Practice spacing between letters.

Activity 2: Individual Practice

Have students practice fingerspelling their names and common words (e.g., school, house, family members).

Pair students and have them fingerspell words to each other, practicing clarity.

3. Signing Naturally Unit 4.14 Vocabulary - Words related to Activities and Family (20 minutes)

Objective: Learn and practice the vocabulary for common family terms and activities.

Activity 1: Vocabulary Introduction

Introduce the Unit 4.14 vocabulary words using flashcards or visual aids. Words to cover may include:

Family members (e.g., mother, father, brother, sister, etc.)

Common activities (e.g., read, sleep, run, work)

Everyday terms (e.g., play, watch, cook)

Teach each word, showing the sign and providing a brief description.

Activity 2: Group Practice

Students practice the signs in pairs or small groups.

Ask them to form simple sentences using these new vocabulary words. For example, “I have a sister,” or “I like to read.”

Activity 3: Fingerspelling with Vocabulary

Practice fingerspelling common family names or places from the vocabulary list.

Create a small quiz game where students must fingerspell the word or identify it by fingerspelling.

4. Interactive Practice (10 minutes)

Objective: Practice real-world applications of fingerspelling and ASL vocabulary.

Activity: Fingerspelling Challenge

Divide the class into teams. One team will fingerspell a word, and the other team will guess the word.

Continue this activity, introducing some vocabulary words from Unit 4.14.

Activity: Role-playing in Pairs

Have students use the vocabulary to create small role-playing scenarios. For example, one student can pretend to be a family member, and the other asks questions about their activities.

Encourage students to fingerspell when necessary and sign when appropriate.

5. Review and Q&A (5 minutes)

Objective: Ensure that students understand and can use the lesson material.

Activity:

Review the signs learned during the lesson.

Ask students if they have any questions about fingerspelling or the vocabulary from Unit 4.14.

Reinforce the importance of practicing fingerspelling at home and encourage students to continue to practice their vocabulary signs.

Homework (Optional):

Practice fingerspelling a list of names and vocabulary words (e.g., family members, friends, or classmates).

Complete a worksheet on the Unit 4.14 vocabulary and practice sentences at home.

Assessment:

Students will be informally assessed through their participation in class activities.

Key points for assessment:

Correct use of fingerspelling.

Ability to sign and understand the vocabulary introduced from Unit 4.14.

Participation in role-plays and interactive games.