Westside High School – Foreign Language LOTE

WEEKLY LESSON PLAN

Teacher: Mr. Gallien

Subject: ASL Level Two ( ASL II)

Week of October 21 to 25, 2024

Grade: Grade 9 - 12

6 Weeks Cycle: 2nd of -5 Week – 10

ASL 2 Lesson Plan: Making Requests

Objective:

Students will learn to make requests using appropriate vocabulary, grammar, and facial expressions in American Sign Language.

Here are five interpreting service providers in Houston, Texas, that may offer resources or lesson plans related to American Sign Language (ASL) and interpreting:

Travel: Use your dominant hand to mimic a vehicle moving forward.

Airport: Use both hands to sign "airplane" (one hand mimicking the wings) and then move your hands apart as if showing a runway.

Hotel: Sign "building" by using both hands to create the shape of a building and then sign "stay" by placing one hand on top of the other.

Vacation: Use your dominant hand to move away from your body in a relaxed manner, indicating relaxation or freedom.

Map: Use both hands to mimic opening a flat object, like a map, and gesture to indicate looking at it.

Tourist: Sign "people" with one hand and then gesture as if looking around or exploring.

Would you like to know more specific signs or practice with sentences?

Materials Needed:

Whiteboard and markers

Flashcards with vocabulary words/phrases

Handouts with sample dialogues

Video clips demonstrating requests in ASL (optional)

Props for role-play (objects students can request)

Lesson Outline:

1. Warm-Up (10 minutes)

Greeting and Check-In: Start with a brief review of previously learned vocabulary and signs. Encourage students to greet each other in ASL.

Review of Requests: Ask students to share any requests they’ve made in ASL recently. Write key phrases on the board.

ASL Interpreting Services

Website: ASL Interpreting Services

Offers professional interpreting services and may provide training resources for ASL.

Houston Community College (HCC) – Interpreter Training Program

Website: HCC Interpreter Training

HCC offers an interpreter training program that includes coursework and lesson plans for aspiring interpreters.

2. Vocabulary Introduction (15 minutes)

New Vocabulary: Introduce signs for common request phrases such as:

“Can you…?”

“Please…”

“I would like…”

“Could you help me with…?”

Practice: Use flashcards to practice each sign. Students will practice individually and then pair up to quiz each other on meanings.

3. Grammar and Structure (10 minutes)

Discuss ASL Syntax: Explain how requests are typically structured in ASL. Emphasize the use of facial expressions and body language to convey politeness and urgency.

Facial Expressions: Demonstrate how expressions change with different types of requests (polite, urgent, casual).

4. Interactive Practice (15 minutes)

Role-Play Activity:

Divide students into pairs or small groups.

Provide scenarios (e.g., asking for a book, requesting help with homework, etc.).

Each student must make a request using the vocabulary and structures learned. Encourage them to use props for realism.

Peer Feedback: After role-playing, have pairs provide feedback to each other on clarity and use of signs.

Communication Access, LLC

Website: Communication Access

Provides interpreting services and training for interpreters, potentially offering lesson plans and resources.

Sign Language Services, LLC

Website: Sign Language Services

Offers ASL interpreting and may have educational resources or workshops for interpreters.

5. Application and Reinforcement (10 minutes)

Group Activity:

Form a circle. One student makes a request using ASL, and the next student must respond appropriately (accepting or declining the request).

Encourage students to vary their requests and responses.

Discussion: Reflect on the importance of making requests clearly and politely in ASL.

6. Closure (5 minutes)

Wrap-Up: Review key vocabulary and phrases. Ask students to share one new thing they learned about making requests in ASL.

Homework: Assign students to practice making requests with a friend or family member and to record a video of themselves making at least three different requests.

Assessment:

Observe students during role-play and group activities to assess their ability to make requests accurately and appropriately.

Review homework videos to evaluate signing skills and use of vocabulary.

This lesson plan encourages active participation and fosters a deeper understanding of making requests in ASL, essential for effective communication.