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**Lesson Plan (Revised 2020)**

**Zachary Forster**

Introduction to American Sign Language

**Elementary Years**

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| **Name:** | **Zachary Forster** |

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| **Grade** | 1 | **Topic** | Introduction to American Sign Language |  |
| **Date** | February 24, 2020 | **Allotted Time** | 40 minutes |  |
| **STAGE 1: Desired Results****Cite sources used to develop this plan:**  |
| * *Simple Signs* by Cindy Wheeler
* *Basic Sign Vocabulary for Children, Parents and Teachers* by Ben Bahan and Joe Dannis
* *Signing for Kids* by Mickey Flodin

<https://www.youtube.com/watch?v=5-fwQpCylW4> Toddlers chatting in car ASL<https://www.youtube.com/watch?v=ojqck7TgRZ8>0:07 / 1:55Twinkle Twinkle Little Star -Using American Sign Language |

**Rationale**: *How is this lesson relevant at this time with these students? Why is it important?*

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| Students will expand their concept of how people communicate as they are introduced to a visual communication, American Sign Language. We are studying visualization as a strategy for bringing meaning to print. This is a visual language from which we will gain meaning. |

**Core Competencies:** <https://curriculum.gov.bc.ca/competencies> (refer to “profiles” for some ideas)

*Which sub-core competencies will be the focus of this lesson? Briefly describe how and why:*

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| **Communication*** Communicating
* Collaborating
 | **Thinking*** Creative Thinking
* **Critical & Reflective Thinking**
 | **Personal and Social*** **Personal Awareness & Responsibility**
* Positive Personal & Cultural Identity
* **Social Awareness & Responsibility**
 |
| Students will learn how to communicate their own name using signed spelling. |  | Students will become aware that some people use a visual language to communicate as opposed to a spoken one. |

**First Peoples Principles of Learning (FPPL):**

*How will Indigenous perspectives, knowledge & ways of knowing be acknowledged, honoured or integrated into this learning experience?* (Jo Chrona’s Blog: <https://firstpeoplesprinciplesoflearning.wordpress.com/>)

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| **FPPL to be included in this lesson:** | **How will the FPPL be embedded in lesson:** |
| X Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place). | Students will view children using ASL to communicate in a familiar setting, riding in a car.Students will participate in signing Twinkle, Twinkle Little Star, a familiar song thus expanding their concept of how humans experience life.  |

**Curriculum Connections:** <https://curriculum.gov.bc.ca/> (Curriculum)

*What Big Ideas (Understand), Curricular Competencies (Do), Content (Know) does this lesson develop?*

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| ***Understand*****Big Idea(s):**Through listening and speaking, we connect with others and share our world. **Essential or Guiding Question(s):***How can I use a visual language to communicate?*  |
| ***Do***Curricular Competencies (Learning Standards):Plan and create a variety of communication forms for different purposes and audiences.Communication forms: using ASL to communicate |
| ***Know***Content (Learning Standards):Metacognitive strategies: talking and thinking about learning - How would I communicate without hearing or speaking? ASL |

**STAGE 2: Assessment Plan**

FORMATIVE ASSESSMENT: (Assessment as Learning; Assessment for Learning)

* Teacher observation of student engagement throughout the class
* Student completion of task activity sheets
* Student participation during peer conversations

SUMMATIVE ASSESSMENT: (Assessment of Learning)

* Student artifacts

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| **The Learning Intention:** *What will students learn in this lesson? (i.e. Learning Standards)* | Students will practice using ASL hand symbols to spell their own name to a peer. |
| **Evidence of Learning:** *How will students demonstrate their learning? What does it look like?* | Students will complete the cut and paste activity to show how to sign their name and then use their work to practice signing with a peer.  |
| Criteria:*What do students need to do to meet or achieve the learning intention?* | * Engagement throughout the class
* Completion of student task activity
* Participation during peer conversations in ASL
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**Planning for Diversity:**

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| **Learning Target:** *In what ways does the lesson meet the needs of diverse learners?* *How will you plan for students who have learning/behaviour difficulties or require enrichment?* |
| Students need to/must do* Engagement throughout the class
* Completion of student activity with support
* Participation during peer conversations in ASL with support

Access/All | Students can do* Engagement throughout the class
* Completion of student activity
* Participation during peer conversations in ASL

Most | Students could do/try to* Engagement throughout the class
* Completion of student activity
* Participation during peer conversations in ASL
* Choose to record the signs for additional words, i.e. cat, dog, friend etc.

Few/Challenge |

**STAGE 3: Learning Plan**

**Resources, Material and Preparation:** *What resources, materials and preparation are required?*

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| * *Simple Signs* by Cindy Wheeler
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* *Signing for Kids* by Mickey Flodin

<https://www.youtube.com/watch?v=5-fwQpCylW4><https://www.google.com/search?q=songs+being+performed+in+american+sign+language&oq=songs+being+performed+in+american+sign+language&aqs=chrome..69i57.11186j0j8&s>* Computer and projection capability
* Student activity pages with hand signs
* Pencils
* Sissors
* glue
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**Organizational/Management Strategies:** *(anything special to consider?)*

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| * Regular classroom setting
* Transitions
* Being aware of students who perhaps may need additional support
* Being aware of students who may need additional challenge
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**Lesson Development:**

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| **Connect:** *How will you introduce this lesson in a manner that engages students and activates their thinking? Activate or build background knowledge, capture interest, share learning intention.* | Pacing |
| **Teacher will** * Invite students to the carpet
* Introduce the video

Show video <https://www.youtube.com/watch?v=5-fwQpCylW4>* Ask what they observed/discuss
* Explain that the children were speaking in Sign Language
* This is a language usually used by people who do not hear sounds but anyone can learn this visual language
* Today we are going to explore how this language works
 | **Students will**  | 10minutes |

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| **Process:** *What steps and activities are you going to use to help students interact with new ideas, build understanding, acquire and practice knowledge, skills* *and/or attitudes? In what ways have you built in guided practice?*  | Pacing |
| * Here are some simple signs for us to try
* Share first few signs from Simple Signs
* Students are invited to try the signs as they are introduced
* Students re invited to remember one or two of the signs and take turns sharing it with an elbow partner
 | **Students will**  | 10 minutes |

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| **Transform:** *How will students apply or practice their learning? Can they show or represent their learning in personalized ways? What are the choices for student task?* | Pacing |
| **Teacher will** * What happens if we want to spell something?
* Alphabet chart is distributed and children form signs as we read through the chart
* Explains the make your name activity:
 | **Students will**  | 15 minutes |

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| **Closure:** *How will you solidify the learning that has taken place and deepen the learning process?* *Refer back to the learning intention, connect to next learning.* | Pacing |
| **Teacher will** * Show video <https://www.google.com/search?q=songs+being+performed+in+american+sign+language&oq=songs+being+performed+in+american+sign+language&aqs=chrome..69i57.11186j0j8&s>
* Invite students to join in the singing
 | **Students will** * Watch video
* Join in singing using voices and signs
 | 5 minutes |

**Reflection** *What was successful in this lesson? If taught again, what would you change to make this lesson even more successful and inclusive for diverse and exceptional students?*

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| The lesson proved to highly engaging and was inclusive for special needs children in the class. I will definitely use it again with primary students and I think it could easily be adapted for intermediate learners as well. It was fun to keep using some of the simple signs as regular communication strategies within the classroom.I will make the cut out pictures of letters in Sign bigger next time to make the cut and paste assignment a little easier. |