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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 / 1:55 Twinkle 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 |

**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 * *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>  <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 |

**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 |

**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** | 10  minutes |

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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. |