American Sign Language	Level - Year 2
UNIT 5:	Suggesting Restaurants
LESSON 1:	Describing Restaurants

Targeted Proficiency Range:
Interpersonal - SLPI Novice + to Survival or ASLPI Level 1 to 2 proficiency
Interpretive - SLPI Novice + to Survival and ASLPI Level 1 to 2 proficiency
Presentational - SLPI Novice + to Survival and ASLPI Level 1 to 2 proficiency.

Georgia Standards/Skills In Focus

☐ **ASL2.IP1D**. Give descriptions.
☐ **ASL2.IP1F.** Ask questions and provide responses based on topics such as self, others, and immediate environment.
☐ **ASL2.IP2A.** Initiate, participate in, and close an exchange.
☐ **ASL2.IP2B.** Use simple paraphrasing to convey and comprehend messages.
☐ **ASL2.IP2C.** Use non-manual aspects of ASL to convey and comprehend messages.
☐ **ASL2.IP2D.** Demonstrate SLPI Survival to Survival+ or ASLPI Level 1.0 to 2.0 Proficiency in target language exchanges.
☐ **ASL2.INT1A.** Identify main ideas and essential details while viewing an ASL signed narrative.
☐ **ASL2.INT1D.** Demonstrate SLPI Survival to Survival+ or ASLPI Level 1.0 to 2.0 Proficiency receptive skills.
☐ **ASL2.INT2A.** Differentiate among statements, questions, and commands.
☐ **ASL2.INT2B.** Comprehend basic non-manual markers.
☐ **ASL2.P1A.** Retell main ideas and essential details from level-appropriate ASL materials.
☐ **ASL2.P1B.** Give brief, organized signed presentations, using visual and technological support as appropriate.
☐ **ASL2.P1C.** Demonstrate SLPI Survival to Survival+ or ASLPI Level 1.0 to 2.0 Proficiency expressive skills.
☐ **ASL2.P2A.** Demonstrate SLPI Survival to Survival+ or ASLPI Level 1.0 to 2.0 Proficiency sign production skills of rehearsed and unrehearsed materials.
☐ **ASL2.P2B.** Demonstrate comprehension of material.
☐ **ASL2.CCC3A.** Compare vocabulary usage and structural patterns of the target language with English.
☐ **ASL2.CCC3B.** Use level-appropriate idiomatic expressions and slang in the target language.

Description:

In this lesson, students will learn how to sign about a certain restaurant and use descriptive, locative, and element classifiers to describe the interior.

Essential Question(s):

What are descriptive, locative, and element classifiers?
How can I use classifiers to describe a restaurant's interior?

Learning Targets

COMMUNICATION		
INTERPRETIVE SIGNING	**INTERPERSONAL SIGNING**	**PRESENTATIONAL SIGNING**
I can interact and negotiate meaning in signed conversations to share information, reactions, feelings, and opinions related to restaurants.	I can understand, interpret, and analyze what is viewed related to restaurants.	I can present information, concepts, and ideas to inform, explain, persuade, and narrate using appropriate media and adapting to restaurants.

CULTURES	
INVESTIGATE (Products and Practices)	**INTERACT (Language and Behavior)**
I can use the language to investigate, explain, and reflect on the relationship of the American Deaf Culture.	I can exchange simple information in signed language, utilizing cultural references where appropriate to function in the American Deaf-World
I can use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the American Deaf Culture.	I can demonstrate skills necessary to initiate, sustain and close exchanges in signed language to function in the American Deaf-World.

CONNECTIONS	
I can build, reinforce, and expand my knowledge of the history of ASL, Deaf Education, and the nuances of the American Deaf-World while using signed language to develop critical thinking and to solve problems creatively.	I can access and evaluate information and diverse perspectives that are available through signed language and the American Deaf Culture.

COMPARISONS	
I can use signed language to investigate, explain, and reflect on the nature of language through comparisons of ASL and my own.	I can demonstrate understanding of the nature of culture through comparisons of American Deaf Culture and my own.

COMMUNITIES	
I can use signed language both within and beyond the classroom to interact and collaborate in my community and the globalized world.	I can set goals and reflect on my progress in using signed language for enjoyment, enrichment, and advancement.

ESSENTIAL VOCABULARY

Descriptive Classifiers: DCL, DCL:C "shape of counter", DCL:C "long rows of tables"++, DCL:C "long table in middle of room", DCL:bent-L "large round table", DCL:bent-L "round tables randomly placed around"
Locative Classifiers: LCL, LCL:B "rectangular tables in rows", LCL:B "several tables around room"
Element Classifiers: ECL

FUNCTIONS/FORMS	
Function (How to Use the Language)	**Form (Language Structures)**
Descriptive Classifiers, Locative Classifiers, and Element Classifiers	Describe: tables and counter and seating arrangements, wall decorations, lighting

	Lesson - 1	
OPENING Getting students ready to learn	**Step 1: Communicate learning Intentions and determine readiness** A. Greet students; have them greet each other. B. Standards: Display, Read, and Introduce: ● I can identify descriptive, locative, and element classifiers. ● I can describe a restaurant's interior using classifiers. C. Essential Questions: Display, Read, Discuss: ● What are descriptive, locative, and element classifiers? ● How can I use classifiers to describe a restaurant's interior?	
	Step 2: Communicate success criteria: A. Students will learn to describe the environment of a restaurant using classifiers.	
	Step 3: Build Commitment and Engagement A. Ask students if they like eating at restaurants and if they ever thought about the different layouts of each one. B. Ask students to describe a local restaurant and how the tables/seating arrangements look, wall decorations, and lighting.	
	Step 4: Give students new information A. Introduce LCLs and DCLs to describe placement of tables in restaurants. Emphasize eye gaze when referring to the location(s). Have all students copy-sign. B. Explain that LCL:B could be used to signify an "object with flat surface" which could be objects that are square or rectangular. DCL:C are used to represent "shape of counter", "long rows of tables"++, "long table in middle of room".	
WORK PERIOD Releasing students to do the work	**Step 5: Guide students through practice using the new information** - *Learning by Doing*	
	Teacher Actions	**Student Actions**
	A. Show an image of a restaurant with tables scattered around the room. Ask students what the table placement is using one of the classifiers. B. Repeat with different images until all examples are shown. C. Explain briefly that SCL:V represents seating. Go back to images and see if students can describe the seating using bent V handshape.	A. Students respond with the correct classifier to agree with the image shown. B. Students respond with the correct classifier to agree with all examples shown. C. Students show the correct seating arrangements for the chairs in each image.

CLOSING
Helping students make sense of their learning
	Step 6: Showcase students' learning
	   A. Ask students to think of their favorite restaurant.
	   B. Once they do, have them demonstrate one of the classifiers above to describe the layout of the favorite restaurant.
	   C. Observe and give feedback on sign production.

	Step 7: Extend learning A. Students will draw the layout of their favorite restaurant to later describe.
Finish Early or Need Challenge	**If a student finishes early or needs an extra challenge** A. Student can give more details to their drawing including things on the wall and lighting.

Transition to Lesson - 2	

OPENING
Getting students ready to learn
	Step 1: Communicate learning Intentions and determine readiness:
	   A. Greet students; have them greet each other and ask them to retrieve their drawing from the last lesson.
	   B. Ask and answer questions and recap key skills from the previous lesson.
	Step 2: Communicate success criteria:
	   A. I can describe objects on walls using classifiers.
	Step 3: Build Commitment and Engagement:
	   A. Ask students what are some things you will see on the walls of restaurants. (clock, painting, picture, certificate, mirror)
	Step 4: Give students new information:
	   A. Point to the wall and sign: (2h)DCL:B "facing wall". Point to the left wall and sign: (2h)DCL:B "left wall". Point to the right and sign: (2h)DCL:B "right wall".
	   B. Demonstrate naming an object and showing how they are arranged on the wall.

WORK PERIOD Releasing students to do the work	
CLOSING Helping students make sense of their learning	
Finish Early or Need Challenge	

Suggested Learning Resources

ASL (OER Resources)
American Sign Language I (ASL 121)
American Sign Language II (ASL 122)
American Sign Language III (ASL 123)

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