

American Sign Language Level 2 Unit 5 Suggesting Restaurants

“At A Glance”

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Can-Do Statements	I can use classifiers to describe a restaurant’s table/counter/seating arrangements.	I can use classifiers to describe wall decorations and lighting.	I can ask/tell what kind of food is served, opinions about taste, and opinions about prices in a particular restaurant.	I can sign types of food items found in restaurants.	I can suggest a place and elaborate on the description of the environment, kind of food served, opinions (prices, food, atmosphere), one drawback.
Proficiency Level 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.				
Language Forms & Functions	Descriptive Classifiers, Locative Classifiers Describe: tables and counter/seating arrangements	Descriptive Classifiers, Locative Classifiers, and Element Classifiers Describe: wall decorations	Opinions about prices and foods.	Food items/classifiers	Transition: ONE WARNING
Transition / Opening <i>(Insert hyperlinks where possible)</i>	Greet students and ask if they like eating at restaurants. Ask if they ever thought about the different layouts found in each one.	Greet students and ask them to retrieve their drawings from the last lesson.	Ask students the name of a restaurant where the food is delicious but the prices are expensive. Have students show the layout of tables, wall decorations, and lighting using classifiers.	Ask students their favorite foods.	Have students describe the environment of Benihana (or any local restaurant). Show a description using DCL for ‘RECTANGULAR STOVETOP’ and explain how hibachi is done.
Input / Mini-Lesson <i>(Insert hyperlinks</i>	Introduce Locative Classifiers (LCLs) and	Introduce Element Classifiers (ECLs) to	Introduce signs for different kinds of	Introduce signs for a variety of foods that fall	Introduce ONE WARNING and how

<i>where possible)</i>	Descriptive Classifiers (DCLs) to describe placement of tables.	describe lighting.	restaurants. Introduce signs for giving opinions about prices. Introduce signs for giving opinions about food.	under each category of foods served at restaurants. Explain that classifiers can be used to show portion size or shape of food item.	this is used as a transition when suggesting restaurants.
Work Period					
Interpretive Activities / Tasks (<i>Insert hyperlinks where possible</i>)	Show an image of a restaurant with tables scattered around the room and ask students what handshape should be used to signify tables (rectangular, round, square)	Show an image of a restaurant's wall decorations and lighting and ask students what handshape(s) can be used to show each classifier.	Give students a list of restaurant names in the area. Students will give each restaurant 1-4 stars based on their opinions of prices and opinions of food.	Give students a list of food words and have them practice signing each. Have students identify classifiers that can be used for the various words.	Give students a variety of different chain restaurants that they are familiar with and have them identify kind of food served, opinions (prices, food, atmosphere), including one drawback.
Interpersonal Activities / Tasks (<i>Insert hyperlinks where possible</i>)	Students will describe different restaurant images using the correct handshape/classifier.	Students will describe different restaurant images focusing on wall decorations and lighting.	Have students compare their opinions by signing why the amount of stars were given for the particular restaurant.	Have students practice producing the signs and receptively understanding them being signed.	Students will describe and suggest a restaurant.
Presentational Activities / Tasks (<i>Insert hyperlinks where possible</i>)	Students draw the layout of their favorite restaurant and describe it using classifiers.	Students will add to their previous drawing.	When students feel comfortable, they will describe a restaurant's appearance, and opinions about foods/prices.	Students will continue practicing and adding details when describing restaurants	Students can work in groups to develop restaurants for kids, one to take friends, and one for a graduation party.
Closing / Formative / Self-Assessment (<i>Insert hyperlinks where possible</i>)	Students will describe their drawings for others to try to produce a replica whiteboard	Students will describe their restaurant drawing using classifiers.	Students will continue to practice ways to describe restaurants.	Students will be creating their own Deaf-friendly restaurant later in this unit.	Students will be creating their own restaurants to later give descriptions and

	after adding more details.				suggestions.
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