<table>
<thead>
<tr>
<th>American Sign Language</th>
<th>Level - Year 2</th>
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</thead>
<tbody>
<tr>
<td><strong>UNIT 6:</strong></td>
<td>Making Plans</td>
</tr>
<tr>
<td><strong>LESSON 1:</strong></td>
<td>Making and Canceling Plans</td>
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**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.IP1A.** Express needs and preferences.
- **ASL2.IP1B.** Express feelings and emotions.
- **ASL2.IP1D.** Give descriptions.
- **ASL2.IP1F.** Ask questions and provide responses based on topics such as self, others, and immediate environment.
- **ASL2.IP1G.** Ask questions and provide responses about plans and events.
- **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.CUI1A.** Participate in real or simulated cultural events.
- **ASL2.CUI1B.** Identify patterns of behavior typically associated with Deaf culture.
- **ASL2.CCC2A.** Compare and contrast social conventions of the target culture with the student(s)’ own culture.
- **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 use relative clauses when discussing plans.

**Essential Question(s):**

What is a relative clause and how is it used when discussing plans?
How can I make or cancel plans by giving a reason?

**Learning Targets**

<table>
<thead>
<tr>
<th>COMMUNICATION</th>
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<tbody>
<tr>
<td><strong>INTERPRETIVE SIGNING</strong></td>
<td><strong>INTERPERSONAL SIGNING</strong></td>
</tr>
<tr>
<td>I can interact and negotiate meaning in signed conversations to share information, reactions, feelings, and opinions related to errands, making and canceling plans, and personal goals.</td>
<td>I can understand, interpret, and analyze what is viewed related to errands, making and canceling plans, and personal goals.</td>
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<tr>
<th>CULTURES</th>
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<tbody>
<tr>
<td><strong>INVESTIGATE (Products and Practices)</strong></td>
<td><strong>INTERACT (Language and Behavior)</strong></td>
</tr>
<tr>
<td>I can use the language to investigate, explain, and reflect on the relationship of the American Deaf Culture.</td>
<td>I can exchange simple information in signed language, utilizing cultural references where appropriate to function in the American Deaf-World.</td>
</tr>
<tr>
<td>I can use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the American Deaf Culture.</td>
<td>I can demonstrate skills necessary to initiate, sustain and close exchanges in signed language to function in the American Deaf-World.</td>
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<tr>
<th>CONNECTIONS</th>
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<td>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.</td>
<td>I can access and evaluate information and diverse perspectives that are available through signed language and the American Deaf Culture.</td>
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<tr>
<th>COMPARISONS</th>
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<tr>
<td>I can use signed language to investigate, explain, and reflect on the nature of language through comparisons of ASL and my own.</td>
<td>I can demonstrate understanding of the nature of culture through comparisons of American Deaf Culture and my own.</td>
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| 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

Making/Canceling Plans: JOIN-ME, PLAN, DO?++, FINISH, HAVE, MUST, NONE, NOT-YET, DECISION
Declining: CANCEL, BE-STUCK, CONFLICT, NOT-CARE-FOR
Comments: LOOK-AT “forward”, MAYBE, OH-I-SEE, PERFECT, PITY-YOU, SORRY, SHUCKS, WOW
Signs for Thinking: IDEA, MULL-OVER, THINK-ABOUT, THOUGHT-OCCUR

FUNCTIONS/FORMS

<table>
<thead>
<tr>
<th>Function (How to Use the Language)</th>
<th>Form (Language Structures)</th>
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<tbody>
<tr>
<td>Sequencing Activities</td>
<td>Errand 1+FINISH+errand 2</td>
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<tr>
<td>Narrating about Canceled Plans</td>
<td>Narrative Outline-Narrative about Canceled Plans</td>
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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 a relative clause and how it is used when discussing plans.
   ● I can make or cancel plans by giving a reason.
C. Essential Questions: Display, Read, Discuss:
   ● What is a relative clause and how is it used when discussing plans?
   ● How can I make or cancel plans by giving a reason?

Step 2: Communicate success criteria:
A. Students will learn to sign the following dialogue to make plans at a food event:
   ● Signer A: Invite B to join him or her
   ● Signer B: Respond with one of the following:
     1. accept invitation
     2. state problem with date
     3. decline invitation
   ● Signers A and B: Finalize plans if B accepts
   ● Signers A and B: Close conversation
B. Students will follow the first dialogue with the following:
   ● Signer A: Refer to the plan you made together (use relative clause)
   ● Signer B: Acknowledge
   ● Signer A: Tell you must cancel the plans; explain why
   ● Signer A and B: Close conversation

Step 3: Build Commitment and Engagement
A. Ask students how often they make plans. Then, ask them how often they cancel those plans.

Step 4: Give students new information
A. Introduce signs in this unit while students copy-sign each one: JOIN-ME, PLAN, DO?++, FINISH, HAVE, MUST, NONE, NOT-YET, DECISION, CANCEL, BE-STUCK, CONFLICT, NOT-
CARE-FOR, LOOK-AT “forward”, MAYBE, OH-I-SEE, PERFECT, PITY-YOU, SORRY, SHUCKS, WOW, IDEA, MULL-OVER, THINK-ABOUT, THOUGHT-OCCUR.
A. Introduce a relative clause and how it is used to raise a topic. A relative clause gives additional information about the noun to which it refers. For example, “I have to cancel the plans that we made to go out to a restaurant next week.” The clause “that we made to go out to a restaurant next week” specifies which plan (the noun) the signer is speaking. To sign this, the signer needs to raise brows, cheek and upper lip, and nod head.
B. Give several examples using a relative clause and new vocabulary words.

<table>
<thead>
<tr>
<th>WORK PERIOD</th>
<th>Releasing students to do the work</th>
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<tbody>
<tr>
<td>CLOSING</td>
<td>Helping students make sense of their learning</td>
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### Step 5: Guide students through practice using the new information - Learning by Doing

<table>
<thead>
<tr>
<th>Teacher Actions</th>
<th>Student Actions</th>
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<tbody>
<tr>
<td>A. Sign: IN-FUTURE+FRIDAY ME WANT LEAVE-FOR VACATION. WANT you-JOIN-me. (yes/no question)</td>
<td>A. Students respond with YES or NO.</td>
</tr>
<tr>
<td>B. Ask students to respond with one of the new vocabulary words and not a yes/no after repeating the same question.</td>
<td>B. Students should respond with one of the following: LOOK-AT “forward”, MAYBE, OH-I-SEE, SORRY, MULL-OVER, THINK-ABOUT.</td>
</tr>
<tr>
<td>C. Ask students the same question again but now they must explain why one can’t go.</td>
<td>C. Students respond with an excuse as to why they cannot go on vacation.</td>
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<tr>
<td>D. Show how to close the conversation.</td>
<td>D. Students will copy-sign the closing of the conversation.</td>
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### Step 6: Showcase students' learning

A. Give students a variety of phrases using the new vocabulary.  
B. Students will determine the correct response while also practicing making plans.

### Step 7: Extend learning

A. Students will ask a partner to join them in a particular activity.  
B. Partner will respond using a relative clause followed by a question for the other partner.

### If a student finishes early or needs an extra challenge

A. Students can draw a calendar and fill in plans for the week/month.  
B. Students can practice those different events planned using new vocabulary and also using TIME as part of the phrase.

### Transition to Lesson - 2

<table>
<thead>
<tr>
<th>OPENING</th>
<th>Getting students ready to learn</th>
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</table>
| Step 1: Communicate learning Intentions and determine readiness: | A. Greet students; have them greet each other.  
B. Ask and answer questions and recap key skills from the previous lesson. |
| Step 2: Communicate success criteria: | A. I can invite others and use phrases to accept and decline invitations. |
| Step 3: Build Commitment and Engagement: | A. Ask students about plans they usually make with others. |
| Step 4: Give students new information: | A. Students will learn the following narrative outline about canceling plans:  
1. Tell what was planned with the other person |
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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