

American Sign Language	Level - Year 2
UNIT 6:	Making Plans
LESSON 1:	Making and Canceling Plans
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

<input type="checkbox"/> ASL2.IP1A. Express needs and preferences.
<input type="checkbox"/> ASL2.IP1B. Express feelings and emotions.
<input type="checkbox"/> ASL2.IP1D. Give descriptions.
<input type="checkbox"/> ASL2.IP1F. Ask questions and provide responses based on topics such as self, others, and immediate environment.
<input type="checkbox"/> ASL2.IP1G. Ask questions and provide responses about plans and events.
<input type="checkbox"/> ASL2.IP2A. Initiate, participate in, and close an exchange.
<input type="checkbox"/> ASL2.IP2B. Use simple paraphrasing to convey and comprehend messages.
<input type="checkbox"/> ASL2.IP2C. Use non-manual aspects of ASL to convey and comprehend messages.
<input type="checkbox"/> ASL2.IP2D. Demonstrate SLPI Survival to Survival+ or ASLPI Level 1.0 to 2.0 Proficiency in target language exchanges.
<input type="checkbox"/> ASL2.INT1A. Identify main ideas and essential details while viewing an ASL signed narrative.
<input type="checkbox"/> ASL2.INT1D. Demonstrate SLPI Survival to Survival+ or ASLPI Level 1.0 to 2.0 Proficiency receptive skills.
<input type="checkbox"/> ASL2.INT2A. Differentiate among statements, questions, and commands.
<input type="checkbox"/> ASL2.INT2B. Comprehend basic non-manual markers.
<input type="checkbox"/> ASL2.P1A. Retell main ideas and essential details from level-appropriate ASL materials.
<input type="checkbox"/> ASL2.P1B. Give brief, organized signed presentations, using visual and technological support as appropriate.
<input type="checkbox"/> ASL2.P1C. Demonstrate SLPI Survival to Survival+ or ASLPI Level 1.0 to 2.0 Proficiency expressive skills.
<input type="checkbox"/> ASL2.P2A. Demonstrate SLPI Survival to Survival+ or ASLPI Level 1.0 to 2.0 Proficiency sign production skills of rehearsed and unrehearsed materials.
<input type="checkbox"/> ASL2.CU1A. Participate in real or simulated cultural events.
<input type="checkbox"/> ASL2.CU1B. Identify patterns of behavior typically associated with Deaf culture.
<input type="checkbox"/> ASL2.CCC2A. Compare and contrast social conventions of the target culture with the student(s)' own culture.
<input type="checkbox"/> ASL2.CCC3A. Compare vocabulary usage and structural patterns of the target language with English
<input type="checkbox"/> 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

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 errands, making and canceling plans, and personal goals.	I can understand, interpret, and analyze what is viewed related to errands, making and canceling plans, and personal goals.	I can present information, concepts, and ideas to inform, explain, persuade, and narrate using appropriate media and adapting to various audiences of viewers, related to errands, making and canceling plans, and personal goals.

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.
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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	
Function (How to Use the Language)	Form (Language Structures)
Sequencing Activities Narrating about Canceled Plans	Errand 1+FINISH+errand 2 Narrative Outline-Narrative about Canceled Plans

Lesson - 1	
OPENING Getting students ready to learn	<p>Step 1: Communicate learning Intentions and determine readiness</p> <p>A. Greet students; have them greet each other.</p> <p>B. Standards: Display, Read, and Introduce:</p> <ul style="list-style-type: none"> ● I can identify a relative clause and how it is used when discussing plans. ● I can make or cancel plans by giving a reason. <p>C. Essential Questions: Display, Read, Discuss:</p> <ul style="list-style-type: none"> ● What is a relative clause and how is it used when discussing plans? ● How can I make or cancel plans by giving a reason?
	<p>Step 2: Communicate success criteria:</p> <p>A. Students will learn to sign the following dialogue to make plans at a food event:</p> <ul style="list-style-type: none"> ● Signer A: Invite B to join him or her ● Signer B: Respond with one of the following: <ol style="list-style-type: none"> 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 <p>B. Students will follow the first dialogue with the following:</p> <ul style="list-style-type: none"> ● 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
	<p>Step 3: Build Commitment and Engagement</p> <p>A. Ask students how often they make plans. Then, ask them how often they cancel those plans.</p>
	<p>Step 4: Give students new information</p> <p>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-</p>

	<p>CARE-FOR, LOOK-AT “forward”, MAYBE, OH-I-SEE, PERFECT, PITY-YOU, SORRY, SHUCKS, WOW, IDEA, MULL-OVER, THINK-ABOUT, THOUGHT-OCCUR.</p> <p>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.</p> <p>B. Give several examples using a relative clause and new vocabulary words.</p>	
<p>WORK PERIOD Releasing students to do the work</p>	<p>Step 5: Guide students through practice using the new information - Learning by Doing</p>	
	<p>Teacher Actions</p> <p>A. Sign: IN-FUTURE+FRIDAY ME WANT LEAVE-FOR VACATION. WANT you-JOIN-me. (yes/no question)</p> <p>B. Ask students to respond with one of the new vocabulary words and not a yes/no after repeating the same question.</p> <p>C. Ask students the same question again but now they must explain why one can’t go.</p> <p>D. Show how to close the conversation.</p>	<p>Student Actions</p> <p>A. Students respond with YES or NO.</p> <p>B. Students should respond with one of the following: LOOK-AT “forward”, MAYBE, OH-ISEE, SORRY, MULL-OVER, THINK-ABOUT.</p> <p>C. Students respond with an excuse as to why they cannot go on vacation.</p> <p>D. Students will copy-sign the closing of the conversation.</p>
<p>CLOSING Helping students make sense of their learning</p>	<p>Step 6: Showcase students’ learning</p> <p>A. Give students a variety of phrases using the new vocabulary.</p> <p>B. Students will determine the correct response while also practicing making plans.</p>	
	<p>Step 7: Extend learning</p> <p>A. Students will ask a partner to join them in a particular activity.</p> <p>B. Partner will respond using a relative clause followed by a question for the other partner.</p>	
<p>Finish Early or Need Challenge</p>	<p>If a student finishes early or needs an extra challenge</p> <p>A. Students can draw a calendar and fill in plans for the week/month.</p> <p>B. Students can practice those different events planned using new vocabulary and also using TIME as part of the phrase.</p>	

<p>Transition to Lesson - 2</p>	
<p>OPENING Getting students ready to learn</p>	<p>Step 1: Communicate learning Intentions and determine readiness:</p> <p>A. Greet students; have them greet each other.</p> <p>B. Ask and answer questions and recap key skills from the previous lesson.</p> <p>Step 2: Communicate success criteria:</p> <p>A. I can invite others and use phrases to accept and decline invitations.</p> <p>Step 3: Build Commitment and Engagement:</p> <p>A. Ask students about plans they usually make with others.</p> <p>Step 4: Give students new information:</p> <p>A. Students will learn the following narrative outline about canceling plans:</p> <ol style="list-style-type: none"> 1. Tell what was planned with the other person

	<ol style="list-style-type: none"> a. Tell when (date and time) b. Tell who (use plural pronoun) c. Tell about activity planned <ol style="list-style-type: none"> 2. (conjunction) tell what came up that caused you to cancel 3. Tell you informed the other person 4. Describe their reaction 5. Close with your reaction
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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