

American Sign Language Level 2 Unit 6 Making Plans

“At A Glance”

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Can-Do Statements	I can make or cancel plans by giving a reason.	I can identify a relative clause and how it is used when making plans.	I can use phrases to invite, accept, and decline invitations.	I can use a relative clause to recall original plans in order to cancel them.	I can narrate about plans that have been canceled.
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	Sequencing Activities Narrating about Canceled Plans	Relative Clause	Accepting and declining plans	Relative Clause	Sequencing Conjunctions
Transition / Opening <i>(Insert hyperlinks where possible)</i>	Ask students how often they make plans. Then, ask how often they cancel those plans.	Ask students if they have ever heard of the term: “relative clause”.	Ask students if they had plans the previous week or in the future. Have them give a relative clause to explain those plans. Review time signs so students will be able to give a specific time for their plans.	Ask students what a relative clause means and how it can be used to recall original plans in order to cancel them. Remind students to be sure and raise brows and upper lip, nod head when using a relative clause.	Ask students what we have discussed so far in this unit. Narrating about canceled plans is the next part.
Input / Mini-Lesson <i>(Insert hyperlinks where possible)</i>	Introduce signs in this unit for students to copy-sign. Students will be signing a dialogue using a narrative outline for making plans.	Introduce how a relative clause can be used to raise a topic. This gives additional information about the mount to which it refers.	Demonstrate these phrases: 1) A: invites B to join him/her. 2) A: invites B to join him or her (going somewhere) 3) B: responds and accepts	Explain that we will be practicing to sign about activities using a two-week calendar. Students will write down four activities/plans they	Explain that there is a particular sequence that should be used when narrating about canceled plans. Explain the sequence of narratives. Include

			invitation 4) B: responds and states a problem with date” 5) B: Respond and decline invitation.	have during that time. Students will sign the activity, when it occurs, and with who it is with.	information about using the conjunction WRONG, can tell that something came up which caused canceled plans. Introduce signs for CONSIDER, DECIDE, THINK-OVER.
Interpretive Activities / Tasks (Insert hyperlinks where possible)	Ask yes/no questions about having someone join them in a particular activity. Students will respond with YES/NO when asked to join. Then students will give reasons why they can or cannot join them.	Students will interact and negotiate meaning in signed conversations related to making and canceling plans.	Students will ask and respond to questions about making plans.	Students will ask/tell about plans while interacting with others.	Students will share information about making plans.
Interpersonal Activities / Tasks (Insert hyperlinks where possible)	Students will be given scenarios of one person asking the other to join.	Students will understand, interpret, and analyze what is viewed in relation to making and canceling plans.	Students will understand, interpret, and analyze signed conversations about making and/or canceling plans.	Students will view others communicating about plans and be able to narrate what is being signed.	Students will analyze signed narratives about making plans.
Presentational Activities / Tasks (Insert hyperlinks where possible)	Students will sign the given dialogue about plans.	Students will present information about canceling plans.	Students will present dialogues about making and/or declining plans.	Students will present plans and if there are any conflicts to plans.	Students will present narratives about plans.
Closing / Formative / Self-Assessment (Insert hyperlinks where possible)	Students will continue practicing a variety of ways to respond to someone who is asking to make plans with them.	View students producing the new signs and how they convey the message when making plans.	Have students copy responses until they are comfortable with asking/telling their own phrases.	View students communicating in the target language and give feedback when needed.	Students should be prepared to sign the narrative next class.