Westside High School – Foreign Language LOTE

WEEKLY LESSON PLAN

Teacher: Mr. Gallien

Subject: ASL Level Two ( ASL II)

Week of february 18 to 21, 2025

Grade: Grade 9 - 12

6 Weeks Cycle: 4th of -6 Week – 24

Objective:

By the end of this lesson, students will:

Understand the use and meaning of ASL Classifiers A-Z.

Learn how to apply classifiers to represent objects, people, and actions.

Practice using classifiers in context.

Take a quiz to assess their understanding of classifiers.

Materials Needed:

Flashcards with pictures of objects, animals, or actions.

Whiteboard and markers.

Handouts with a chart of Classifiers A-Z.

A projector or computer for video examples (optional).

Quiz (prepared ahead of time).

Introduction (10 minutes)

Warm-Up:

Briefly review the concept of classifiers in ASL (the role of classifiers to represent categories like objects, people, animals, etc.).

Mention that today the class will focus on Classifiers A-Z, and each letter corresponds to a specific classifier handshape used in ASL.

Overview:

Explain that classifiers are used to describe people, things, locations, and actions.

Classifiers are handshapes used in ASL to show the form or movement of objects, animals, or people.

Lesson Breakdown: Classifiers A-Z (20 minutes)

Classifiers A-Z:

A - Represents a person standing or an object that is small and rounded

Handshape: A fist, thumb resting on the side.

Example: A small round object like a ball.

B - Used for flat objects (e.g., a book, table, or piece of paper).

Handshape: Open hand with all fingers extended and together.

Example: A book.

C - Represents circular objects or things that can be held in a "C" shape (e.g., a cup, wheel).

Handshape: "C" shape with fingers forming a semi-circle.

Example: A cup or wheel.

D - Used for a person sitting (or a single, upright object like a tree).

Handshape: D-shape, pointer finger and thumb forming a "D."

Example: A person sitting in a chair.

E - Represents small objects that are flat or have rounded edges (e.g., a book or a plate).

F - Represents a small object (e.g., a pencil or pen)

Handshape: “F” shape (thumb and index fingers in a circle).

Example: A pencil.

G - Used for a person’s facial features, such as eyes, ears, or nose.

Handshape: "G" shape, similar to the “1” handshape.

Example: A person’s eyes or nose.

H - Represents a person's posture (like standing or sitting).

Handshape: “H” shape, two fingers extended and parallel.

Example: A person standing or sitting.

I - Represents things in a line or someone walking.

Handshape: “I” handshape, thumb and pinky extended.

Example: A row of chairs or a person walking.

J - Used to show movement or location for a curved path (like a person jumping).

Handshape: "J" shape, index finger forming a "J" movement.

Example: A person jumping or moving in a curved path.

Discussion & Application (20 minutes)

Group Discussion:

What classifier would you use for a person sitting (D)?

How would you sign a pencil (F)?

Encourage students to use classifiers in context: Create a few sentences as examples, such as “The book is on the table,” using the correct classifier for the book.

Handshape and Movement Practice:

Have students practice with a partner. One student can describe a person, object, or animal, and the other uses the appropriate classifier.

Example: Describe a person sitting on a chair (use classifier D), or a dog running (use classifier B for the dog and classifier I for the running).

Quiz Preparation (10 minutes)

Quiz Review:

The quiz will ask students to:

Match the correct classifier (A-Z) to a specific object, animal, or person.

Demonstrate classifiers in action (i.e., describe how to use the classifier for a certain object or action).

Quiz (10 minutes)

Written Quiz:

Provide a quiz that includes the following sections:

Part 1: Match the classifier (A-Z) with the object/person it represents. Example: What classifier would you use for a tree? (Answer: D for a person standing, like a tree).

Part 2: Sign the following objects or actions using the correct classifier (e.g., sign a book, a person walking, a car).

Part 3: Answer a few multiple-choice questions about classifiers.

Demonstration:

Students will be asked to demonstrate classifiers for specific actions (e.g., show a dog running, demonstrate a person jumping).

This can be done in front of the class or in pairs.

Conclusion & Wrap-Up (10 minutes)

Discussion:

After the quiz, go over the answers and clarify any misunderstandings.

Encourage students to ask questions about any classifiers that are still confusing.

Reflection:

Ask the class how classifiers can improve their communication in ASL. Discuss why classifiers are so crucial for describing things in ASL.

Reinforce that classifiers provide important information about size, shape, movement, and location.

Homework / Follow-Up (Optional):

Students can create a short story or describe an event using at least five classifiers from A-Z.