**Westside High School – Foreign Language LOTE**

**WEEKLY LESSON PLAN**

**Teacher: Mr. Gallien**

**Subject: ASL (ASL II)**

**Week of March 24 to 28, 2025**

**Grade: Grade 9 - 12**

**6 Weeks Cycle: 5th of -6 Week – 28**

Review for Lifeprint Lessons 24-30:

1. Key Concepts to Review (Lessons 24-30):

Lesson 24: Possessive signs and pronouns (e.g., "my," "your," "his/her," "ours").

Lesson 25: Role-shifting and storytelling (using classifiers to show positions, movements, and relationships in storytelling).

Lesson 26: Telling stories in ASL (narration techniques, eye gaze, and space).

Lesson 27: ASL classifiers in more depth (how to use classifiers for representing objects, people, and shapes in 3D space).

Lesson 28: Talking about locations (prepositions, directions, and explaining where things are in relation to each other).

Lesson 29: Using conditional phrases (expressing "if" statements and hypothetical scenarios).

Lesson 30: Negation and emphasis in ASL (how to show negation, such as "not," "never," and stressing concepts with facial expressions and body language).

2. Review Activities for Lessons 24-30:

Flashcards & Matching Game: Review key vocabulary, possessive signs, and classifiers using flashcards. You could use pictures or descriptions to prompt students to sign.

Role-Playing: Pair students and have them practice role-shifting by telling a short story using classifiers. They can describe different people or objects in space and practice using possessive signs (e.g., "This is my brother’s car").

Conditional Phrases Practice: Give students different scenarios and have them create “if-then” statements (e.g., “If it rains, I will stay home”).

Classifiers Practice: Have students work with 3D objects or pictures to practice classifiers. You could also do a "classifier relay," where students must quickly classify different objects or people.

Storytelling Practice: Students work in small groups to tell short stories using the skills from lessons 24-30. Focus on using proper grammar, classifiers, and role-shifting for a clear, effective narrative.

New Lesson Plan: ASL Music Songs

Objective: Students will learn how to sign along with a popular song in ASL, focusing on rhythm, expression, and accuracy. They will also practice new vocabulary and apply storytelling techniques through music.

1. Introduction to ASL Music (10-15 minutes):

Discuss the connection between ASL and music: Explain how ASL music performance isn’t just about translating the lyrics but also capturing the tone, rhythm, and emotions of the song.

Preview the song: Choose a song that is appropriate for their level (you could use "Let It Go," "Fight Song," or other songs that have ASL music videos available).

Emphasize important concepts: Teach them about rhythm, facial expressions, and the importance of timing when signing along with a song.

2. Break Down the Song (20-25 minutes):

Break the song into sections: Focus on a few lines or verses at a time. Teach the students the signs for each part of the song. Go through the lyrics, focusing on translating them accurately into ASL.

Practice key signs: Identify difficult words or phrases in the song and spend time on practicing those signs. Ensure students understand the meaning and context of what they are signing.

Use the ASL classifiers (if needed): Depending on the song, students might use classifiers to show objects or actions, adding depth to the performance.

3. Practice in Groups (15-20 minutes):

Pair students: Have them work in pairs or small groups to practice the song. They can take turns signing different sections of the song or perform it as a duet/group.

Focus on rhythm and expression: Remind students that ASL songs require them to match their signs to the rhythm and emotion of the song. Encourage strong facial expressions to reflect the meaning behind the song's lyrics.

4. Song Performance (10-15 minutes):

Perform the song in front of the class: Allow students to showcase their practice by performing the song for the class. This gives them a chance to gain confidence and also helps them work on their timing and flow.

Feedback and improvement: Offer feedback on students’ performances, focusing on their use of space, rhythm, facial expressions, and sign accuracy.

5. Wrap-Up and Reflection (5-10 minutes):

Discussion and reflection: Have a brief discussion with the class about what they learned through the music performance. Ask them what they found challenging and what was fun about signing a song.

Assign Practice: Encourage students to continue practicing the song or even try learning a new song on their own.

Sample Lesson Plan Overview:

Objective:

Review Lifeprint lessons 24-30 (ASL grammar, classifiers, storytelling, etc.).

Learn to sign a song in ASL and practice rhythm, expression, and classifiers.

Materials:

ASL music video of chosen song and Whiteboard or projector for visual aids

Agenda:

Warm-up (10 minutes): Quick review of Lifeprint lessons 24-30 through flashcards or vocabulary quiz.

Introduce ASL Music (10 minutes): Discuss ASL songs and the importance of rhythm and facial expression.Learn Song (25-30 minutes): Break down the song, practice line-by-line, focus on signs and rhythm.

Performance (15 minutes): Students perform the song for the class, receiving constructive feedback.

Wrap-up (5 minutes): Discuss learning experiences and assign practice for the next class.