Westside High School – Foreign Language LOTE

WEEKLY LESSON PLAN

Teacher: Mr. Gallien

Subject: ASL 2

Week of January 13 to 17 2025

Grade: Grade 9 - 12

6 Weeks Cycle: 4th of -6 Week – 19

Review and reinforce the signs for fruits and vegetables from Signing Naturally Unit 9 continue

Review and practice health, food, and family-related vocabulary from Lifeprint Lessons 2and 25.

Build conversational fluency by using these signs in meaningful contexts.

Materials Needed:

Flashcards with fruits, vegetables, and health-related vocabulary

Whiteboard & markers

Lifeprint Lesson 25 handouts (or access to online resources)

Signing Naturally Unit 9 handouts or flashcards

Video clips demonstrating fruits, vegetables, and health-related signs in ASL

Lesson Breakdown:

1. Warm-up and Review (10 minutes)

Objective: Refresh students’ memories and review previous vocabulary.

Activity 1: Review Vocabulary from Unit 9 and 9.5 (Fruits & Vegetables)

Start by asking students to recall and fingerspell common fruits and vegetables from Unit 9. Write down any words that need more practice.

Examples: apple, banana, strawberry, lettuce, carrot, tomato, cucumber.

Activity 2: Fingerspelling Practice

Have students pair up and practice fingerspelling names of fruits and vegetables to each other.

After a few minutes, call on students to perform their fingerspelling in front of the class. Provide feedback on accuracy.

2. Review of Lifeprint Lessons 25 (20 minutes)

Objective: Review key vocabulary related to food, health, and family.

Activity 1: Health and Food Signs Review

Begin by reviewing key vocabulary from Lifeprint Lessons 25 (food, health, and family-related terms). Write the signs on the board, and ask students to practice:

Food-related: apple, bread, drink, meal, juice, hungry, eat, full, sick, healthy.

Health-related: hungry, thirsty, full, sick, healthy.

Family-related: mother, father, sister, brother, grandmother, grandfather.

Review the meaning of each sign and encourage students to practice both receptive and expressive skills. Show flashcards with pictures of food and family members and ask students to sign the corresponding words.

Activity 2: Group Practice

Split students into small groups and give each group a set of vocabulary flashcards. Have each group take turns signing the word while the other group members guess what it is.

Afterward, have groups make simple sentences incorporating the vocabulary (e.g., "I am hungry," "My mom is healthy," "I like to eat bananas").

3. Applying Vocabulary in Context (15 minutes)

Objective: Use vocabulary in conversational settings, improving fluency and comprehension.

Activity 1: Role-play Scenarios

Pair students and assign them role-play scenarios where they must use the food, health, and family-related vocabulary. Examples:

Scenario 1: Two friends discussing what they want to eat. They should incorporate vocabulary for fruits, vegetables, and health-related terms (e.g., "Do you want apples or bananas?" "I am thirsty, can I have juice?").

Scenario 2: Family conversation about eating together. Students should sign about who is eating, what food is being eaten, and how they feel (e.g., "My dad is eating bread. He is full").

Scenario 3: Discussing health: one student is "sick" and the other is asking what happened or offering help (e.g., "Are you sick?" "I am feeling healthy today.").

Activity 2: Group Discussion

Have students form a circle and ask general questions using the vocabulary from the lessons, such as:

"What fruits do you like?" (students answer and practice signs for their favorite fruits)

"What food makes you feel full?" (students respond with signs for food and health)

4. Fingerspelling and Sentence Building Practice (10 minutes)

Objective: Practice fingerspelling and building sentences using vocabulary.

Activity 1: Fingerspelling Challenge

Hold up flashcards with images of fruits, vegetables, or food and ask students to fingerspell the name. For example, if you hold up an image of a strawberry, students should fingerspell it.

Activity 2: Sentence Building Challenge

Ask students to create full sentences using the vocabulary from the unit, such as:

“I like to eat apples.”

“My brother is hungry.”

“We are having a healthy meal.”

“My grandmother loves oranges.”

5. Review and Closing Activity (5 minutes)

Objective: Reinforce vocabulary and check for understanding.

Activity: Quick Review & Feedback

Ask a few review questions to gauge student understanding:

"How do you sign 'apple'?"

"How do you ask 'What do you want to eat?'"

"How do you say ‘I am full’?"

Correct any mistakes in sign production or sentence structure and ensure that students feel confident with the vocabulary learned.

Homework (Optional):

Review and practice the signs for fruits, vegetables, and family members.

Write 5 sentences using the vocabulary learned in the lesson and submit them for review.

Practice fingerspelling a list of food-related words or family member names and record a video of yourself signing them.

Assessment:

Informal assessment during role-play and group activities to ensure students are using the signs correctly and building fluency.

Check participation and accuracy during fingerspelling practice.

Review the students' ability to incorporate the signs into sentences and communicate in ASL.