

## Note to Students and Parents

As part of the Home-based Ongoing Mobile Education (HOME), the **Project-based Language Learning (PBL)** is a project that the students can do by themselves at home while learning more about the language and culture. Students will choose the language and level they are enrolled in and will follow the instructions. Students may use any resources available to them at home, such as class notes, handouts, worksheets, past assignments or activities, as well as online information, videos, or printed textbooks where available.

Students have five weekdays days to complete the project and create a final product to the best of their abilities and with the available resources. The expected **weekly learning targets** and **student products** are mentioned under each project.

Additional information:

- The projects can be completed without internet resources.
- Students may need: pen, pencil, paper, color pens or markers, ruler, and other supplies available to them at home. Access to the internet is a plus. If a video recording device is not available, alternatives are provided below.

## AMERICAN SIGN LANGUAGE (ASL)—LEVEL 1

### Project: Fingerspelling Challenge II (Completion time: 5 days)

#### Situation/Context:

Pretend that you are preparing to teach an ASL activity. As a review of the concepts learned so far, you will create a fingerspelling challenge to measure students' receptive skills (understanding of grammar in phrases and sentences). In this second part you will create a crossword puzzle.

#### Directions:

Follow the directions below on how to complete this project.

1. Choose ten words from any unit studied, that are different than the words used in last week's activity. Refer to your notes, textbook, or past assignments if needed.
2. Create a crossword puzzle activity with these words.
  - Write the words on paper and cross them to create the puzzle.
  - Write sentences to serve as clues for each word.
  - Number each word and the corresponding sentence
  - Create a key with the answer for this activity.



#### Weekly Learning Targets and Student Products

❖ **Learning Targets:** Create a fingerspelling challenge activity.

❖ **Student Products—Guided Pacing and Check List:**

- Monday—Refer to your notes, textbook, or past assignments and choose ten words from any unit studied.
- Tuesday—Create a draft of the crossword, starting with the words you had chosen. Start writing the clues (sentences).
- Wednesday—Finish writing the clues in form of complete sentences.
- Thursday—Create the final version of the crossword puzzle (the crossword part and the key part).
- Friday—Finish the puzzle. Create a key with the answer for this activity. Remember to label any paper with your name, teacher's name and date.

Total possible points: 100

(Teacher may choose to grade as follows: 80% final product and 20% preparation files/drafts.)

## AMERICAN SIGN LANGUAGE (ASL)—LEVEL 2

### Project: Fingerspelling Challenge II (Completion time: 5 days)

#### Situation/Context:

Pretend that you are preparing to teach an ASL activity. As a review of the concepts learned so far, you will create a fingerspelling challenge to measure students' receptive skills (understanding of grammar in phrases and sentences). In this second part you will create a crossword puzzle.

#### Directions:

Follow the directions below on how to complete this project.

1. Choose ten words from any unit studied, that are different than the words used in last week's activity. Refer to your notes, textbook, or past assignments if needed.
2. Create a crossword puzzle activity with these words.
  - Write the words on paper and cross them to create the puzzle.
  - Write sentences to serve as clues for each word.
  - Number each word and the corresponding sentence
  - Create a key with the answer for this activity.



#### Weekly Learning Targets and Student Products

- ❖ **Learning Targets:** Create a fingerspelling challenge activity.
- ❖ **Student Products—Guided Pacing and Check List:**
  - Monday—Refer to your notes, textbook, or past assignments and choose ten words from any unit studied.
  - Tuesday—Create a draft of the crossword, starting with the words you had chosen. Start writing the clues (sentences).
  - Wednesday—Finish writing the clues in form of complete sentences.
  - Thursday—Create the final version of the crossword puzzle (the crossword part and the key part).
  - Friday—Finish the puzzle. Create a key with the answer for this activity. Remember to label any paper with your name, teacher's name and date.

Total possible points: 100

(Teacher may choose to grade as follows: 80% final product and 20% preparation files/drafts.)