



BRIDGING ASL AND ENGLISH LANGUAGES **LESSON PLAN**

Focus: Writing Role-Shifting with Dialogue in English

Objectives:

Students will:

- Discuss and review what they know about writing dialogue.
- Write dialogue from cartoon strips.
- Show how to apply this activity to different situations by writing their English version of their ASL stories.

Formative Assessment:

The students will be able to show or explain that when one role-shifts, the new person is talking. The student will write sentences in bubbles for each characters in the comic strips

Summative Assessment:

The students will write dialogue on a page without using bubbles, and be able to show who is talking in English using quotation marks and proper indentation.

Materials needed:

Whiteboard and markers
Cartoon strip template
Paper and pen/pencil

Time needed: 30 minutes

Motivation:

Ask: Do you remember the role-shifting activity we did with the tape on floor? Why is role-shifting important? It shows that there are two or more people in the story are talking. So, do you know how to write this in English, and show who is talking? What does it include? If they don't know how to write down dialogue, tell them that this is what we'll learn today! Otherwise, let them show what they know. If they said quotation marks, write that down. If they said they have to write, "He said... She said..." Write that down on the board, too... Tell them that they will be practicing that more today.

Procedure:

1. Pick one of those A,B,or C options based on what you feel is best for your students.
A) Tell the students to partner up (in pairs or trios) and talk about what they did this morning or last night. One will ask question, the other will answer in ASL.

Then pass out the blank comic strip template with conversation bubbles. Ask them to take turns writing down what they just said to each other using this strip. One person will write down what she said and the second person will write down what he replied.
B) Ask them to find the comic strip they created during ASL Development Lesson Plan in *Role Shifting with Dialogue*.

C) Call two person up in the front of class and ask them to talk about anything. One of the students or teacher will model by writing down what was said between them.

2. You will model what the students will be doing. Show them your comic strip and write them down. For example.

My mother said, "Your room is really messy. Please clean it up."

I replied, "Aw, I don't want to do it now. I'm tired."

She said, "No, you need to go now!"

I asked, "Why?"

She told me, "Because if you don't then you can't eat dessert tonight."

I said, "Okay! I'll go."

3. Stop this activity and discuss with class what they noticed. Students might say that there are quotation marks. Ask them why *my mother* wasn't a part of the quotation marks. It is because she was saying something. Quotation represents what was actually said. We must tell WHO is talking. Discuss the commas. There must be a comma before the quotation mark. We can tell who's talking after the quotation marks, too:

"Why?" I asked.

"Okay! I'll go," I said.

4. Now, ask them what we can do about sentences that are questions? Should we say 'said'? No, it is good for sentences with periods. What words can we use instead of said for question marks? 'Asked' is a good word for that. Other words: told, yelled, etc.

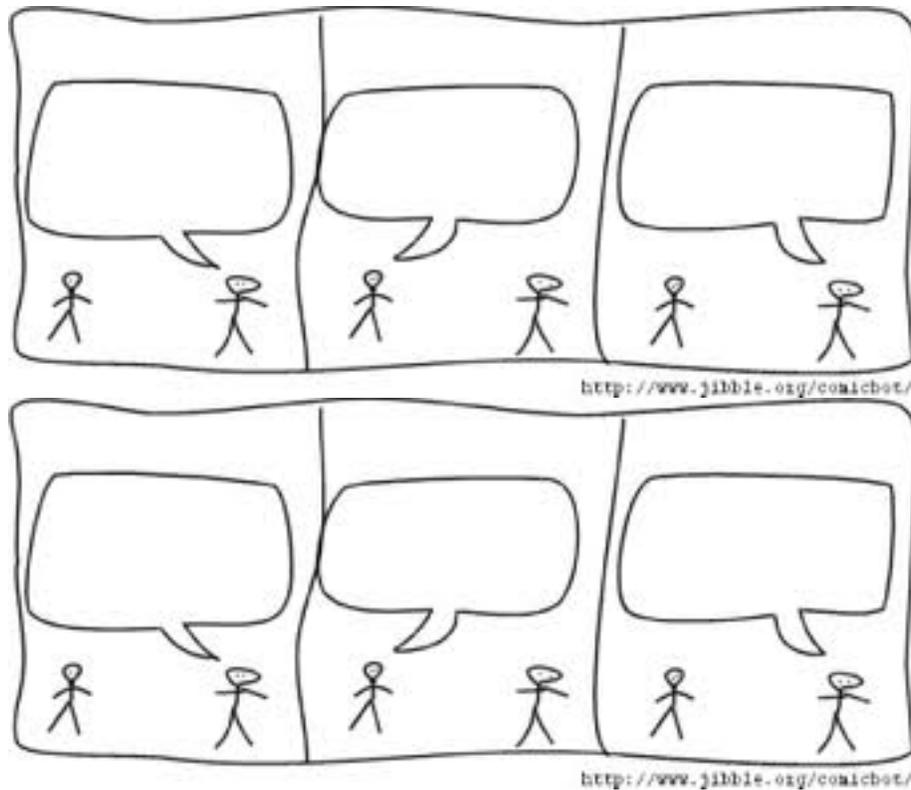
"My mother told me, "Your room is messy!"

5. Ask them to go ahead and practice writing down the dialogue from their comic strips using proper punctuation marks. They can sign the dialogue to the class, using the skills they have learned from previous activities. Then, post the strips on the wall with corresponding English text below when they are done.

Closure:

Review how we could identify who was talking in ASL. Discuss how they feel about writing dialogue. What should we include in the dialogue? Quotation marks, commas, people who talked, and appropriate sentence punctuation. (You can make a poster for this activity with the list of how to write in dialogue for students' future reference.)

Comic Strip Template



Template borrowed from: <http://www.jibble.org/comicbot/>

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VISUAL LANGUAGE
AND VISUAL LEARNING

