



BRIDGING ASL AND ENGLISH LANGUAGES

LESSON PLAN

Focus: Writing Action Verbs and Adverbials in English

Objectives:

Students will:

- Learn how to write and to use the various intensity of action verbs in English
- Be able to collaborate in groups and create words that best describes the verbs told in ASL

Formative Assessment:

The students are able to identify correct English words that matches the semantics of action verbs/adverbials in ASL and show the range (e.g., very fast to very slow)

Summative Assessment:

The students are able to correctly write the English story using action verbs/adverbials they demonstrated in ASL.

Materials needed:

Whiteboard and markers
Paper and pencil
Thesaurus

Time needed: 45 minutes

Motivation:

The teacher asks the students what do they remember about what they did during the ASL action verb activity? What did they do with these verbs? How did the use of facial expressions help their story? (It can show if I am happy, bored, excited, tired, or scared while doing something.) Let the students review the activity together. Why is using different styles of the same verb important? (To show different emotions, speed, etc.) Ask them to share what verbs they chose to use. Tell them to find their draft work on this activity.

Procedure:

1. Ask the students will take turns reviewing the story they created with the verbs in ASL.
2. Tell the students they will now begin work to with English words, starting with the teacher's example: EAT (**Teacher could pick any other action verbs to use as examples.)
 - a. Example- ASL Version:

- i. EAT SLOW
- ii. EAT ONCE
- iii. NORMALLY
- iv. EAT FAST
- v. EAT SMALL
- vi. EAT BIG (both hands)
- vii. (reverse) SPIT OUT FOOD

3. Inform the students we will brainstorm the English words you can use: (They can look in their thesaurus to find different words for help describe.) Write down different words for EAT.

For example:

- i. munch
- ii. bite
- iii. chomp
- iv. scarf
- v. wolf
- vi. gobble up
- vii. snack
- viii. nibble
- ix. eat
- x. Opposite: throw up? Spit up? Barf?

4. Explain that adverbs can be used if they want to keep using the word "eat." Review adverbs: the word that describes the manner of the verb.

Example:

- a. Eat quickly
 - b. Eat slowly
 - c. Eat fast
 - d. Eat it all up
 - e. Eat a little
 - f. Eat a lot
1. Then, ask the students to help determine the order of intensity by putting numbers next to them. Explain the degrees and intensity of verb. (Discuss that it means different energy, from strong to weak. It's the same idea as thermometer. If the temperature goes up, what happens? It becomes hotter (stronger). If it goes down, it becomes colder (weaker). If it is in the middle, it's warm (normal). (If they don't understand the thermometer, give them the music volume example instead. Turn volume higher, what happens? Lower?) Tell the students that they will work on their ASL stories and pick the English verbs that best describe their signs.

5. They have to think of what degree matches the verb in their story. From easy, light, small to huge, fast.

Degrees of Intensity				
Easy/small /light		Regular/normal		huge/hard/ fast/heavy
nibble	snack		gobble up	wolf scarf
Eat a little			Eat quickly	Eat a lot Eat it all up
Opposite: Throw-up/ spit-out/ barf/				

6. Next, ask the students to pick out three words that fits the story they signed in ASL (in previous lesson in *ASL Development: Action Verbs and Adverbs*).
7. Ask students, "How do I write the first sentence?"
- Write the sentence with the agreed word: (past tense?) Continue til all words are picked and written down.
 - (eat small) I nibbled on my cereal.
 - (Eat it all up quickly) The bus came! I gobbled up the cereal!
 - (opposite) At school, I was so sick, I threw up the cereal.
8. Now, split the students into duos or triads. Remind them how to work as groups. Listen to each other. Don't interrupt. Don't ignore their ideas. Talk in turns, etc. They need to focus on one person, and help that person out before focusing on the next person.
- Explain that they will each make list of words that are in English based on that action verb they chose.
9. After the groups are done, have the students come up and list their words on the board they chose from thesaurus and discuss the degree of intensity.. place them in correct categories. (see above, the table of intensity above) OR they could go ahead and work on this activity themselves in groups.
10. For the final activity, inform the students they will write their own stories they told in ASL in English using words they found in thesaurus and make sure the degree/intensity of that English word matches the word signed in ASL.

Closure:

Ask them what they learned today and how they felt about working together as groups? Did it help them think of more English words? Ask them to reflect on how practicing this skill in ASL first helped when they started to write their stories using verbs of different degrees.

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