



VOCABULARY WORDS STUDY

Focus: Past Simple Tenses and Irregular Action Verbs

Objectives:

Students will

- Identify Past Simple tenses by looking at the story in ASL and in English
- Be able to identify irregular action verbs

Formative Assessment: The students could explain and identify whether or not the events occurred in the past using the clues such as "FINISH" or "LAST-WEEK" or "LONG-TIME-AGO" in ASL and identify how verbs in English indicates past tense.

Summative Assessment: The students are able to explain how past verb tenses are expressed in ASL and in English as well as explain the difference between irregular and regular verb- past tense.

Materials needed:

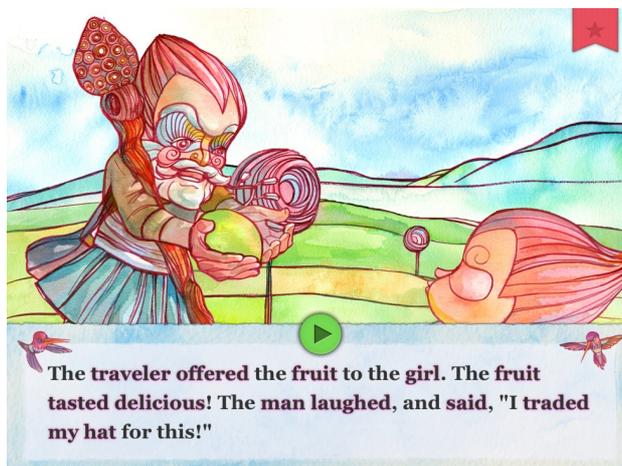
iPad with *The Baobab* storybook app

Utilize classroom technology projectors (if applicable)

Time needed: 45 minutes

Motivation:

Ask students what ASL signs they use to tell their classmates what happened last night after they went home from school. Do they use signs like NOW, TODAY? Discuss the different signs in ASL that explain how things happened in the past like YESTERDAY, WEEK-LAST, ONE-YEAR-AGO, LONG-TIME. Explain that we are going to find out how English text explains things that happened in the past.



Page 5 of *The Baobab*

Procedure:

1. Look at page 5 of The Baobab. Get the students to read the sentence without playing the video. Ask them what they think the sentence means to identify initial understanding. Show the full sign language video to the students.
2. Ask the students if the story is happening now, or in the past. Ask them how they know the story is in the past. Suggestions may include that storyteller is telling us about what happened to the girl and the man before, or "once upon a time" as is indicated on page 1.
Or because some words in the sentence end with –ed.
3. Explain that some English action words / verbs end with –ed because they tell us about something that happened in the past and it is finished now. Get the students to point out all the words that end in –ed and use the sign language glossary to watch how the words are signed and fingerspelled. (*offered, tasted, laughed, traded.*)
4. Explain that in ASL, we do not sign –ed because ASL stories paint pictures of what is happening and ASL is not the same as English. Explain that sometimes we sign "finish" at the beginning or at the end of a sentence to tell us that the action is in the past, or we tell people when we did something E.g. "I read book finish" or "Yesterday me walk school." Write the English translation of these ASL sentences on the board.
5. Ask the students to make up a short sentence in ASL about something that happened yesterday. Then get them to write their sentence using action words or verbs and –ed endings.
6. Get the students to find some other words in the book, which end in –ed, and watch how the signer signs these words in ASL. Discuss how these words are signed in ASL without using –ed. Emphasise that you have to know the whole story to work out if the action is happening now or in the past.
7. Ask the students why the word "said" is spelled like it is, even though it is something that was done in the past. Ask them why it is not spelled like "sayed." Explain that in English, some words are in the past, but they do not follow the normal –ed ending rule. These are "**irregular**" or "not normal" action words / verbs. Explain that students will have to learn these by heart. Other examples include "eat" "bite" and "feel."

Closure:

Ask them to explain in their own words how we know if the verb is a past tense in ASL or not. (Answer: they need to look at the context about when the events occurred. Key words include- "LONG-TIME-AGO"). Ask them to also explain how the verbs are written in English if they are in past tense. Explain a little bit about irregular verbs and why they are different than regular verbs. They can continue to discuss this concept and practice with **Action**

Verbs and Adverbials lesson, which reminds students of how English words using the past tense can be signed in ASL. They can practice writing sentences in past tense using words they learned from the story.

@2014, Lesson Plan created by Amanda Everitt and Dr. Melissa Herzig

We are a Science of Learning Center funded by the National Science Foundation in the United States. In 2006, Gallaudet University in Washington, D.C. was awarded a Science of Learning Center grant from the National Science Foundation. Our center focuses on the development of fundamental knowledge about visual language and visual learning, "VL2." We study visual language and learning. We study the advantages and benefits of being bilingual in both English and American Sign Language (ASL).

This material is based upon work supported by the National Science Foundation under grant number SBE-1041725. Any opinions, findings, and conclusions or recommendations expressed are those of the author and do not necessarily reflect the views of the National Science Foundation.

