

D. Colors and Describing People

Content Area: **World Languages**
Course(s):
Time Period: **Trimester 1**
Length: **3-4 weeks**
Status: **Published**

Unit Overview

This Unit will focus on the colors and how to describe someone. Students will learn vocabulary based on colors and describing a person. Students will use the strategy of making connections to learn the signs of these word. Students will learn to understand these words when someone else is signing them. Students should be able to sign what someone looks like in a room using the 3 step model. Finally, advanced students should be able to have a conversation about someone not in the room using the 5-step model.

Essential Questions

What scenarios would I need to describe a person?

How would I describe a person in the room?

How would I describe a person not in the room?

What are some similarities and differences between hearing and Deaf people when describing a person?

How do I sign to someone my favorite color?

What facial expression must I make when signing someone's weight and height?

Content

Skills

Assessments

Lessons/Learning Scenarios

6th grade

7th grade

ASL

Objective:

SWBAT sign and identify people based on ethnicity, wardrobe, and unique characteristics.

SWBAT know the difference between identifying someone in the room and someone outside of the room.

SWBAT collaborate with peers to create questions in ASL and present questions to the class.

Procedure:

Students will learn the new vocabulary in whole class instruction.

Students will watch video and take notes on the difference between describing someone in the room and someone outside of the room.

Students will watch me ask questions in ASL, and answer my questions that I ask.

Students will share with the class what they observed while I was signing the questions to them.

Circle up and share a new word that he or she learned.

Assessment:

Self-reflection, Presentation,

A&M:

Supply a visual of the vocabulary in sign language. Step by step instruction. Copy of teacher notes for select students.

ASL

Objective:

SWBAT sign and identify people based on ethnicity, wardrobe, and unique characteristics.

SWBAT know the difference between identifying someone in the room and someone outside of the room.

SWBAT collaborate with peers to create questions in ASL and present questions to the class.

Procedure:

Review the vocabulary.

Review with the class what we discussed yesterday. Write responses on the board.

Break class up into small groups and explain the directions.

Students will create people out of the cutouts. Students will name the people and determine an ethnicity and gender for each person.

Students will talk about his or her person using the 5 steps. Students will ask at least two additional questions. Statements and Questions must be in ASL format.

Assessment:

Self-reflection, Presentation.

A&M:

Supply a visual of the vocabulary in sign language. Step by step instruction. Copy of teacher notes for select students. Print outs instead of drawing if necessary.

ASL (2 day lesson)

Objective:

SWBAT sign and identify people based on ethnicity, wardrobe, and unique characteristics.

SWBAT know the difference between identifying someone in the room and someone outside of the room.

SWBAT collaborate with peers to create questions in ASL and present questions to the class.

Procedure:

Review the vocabulary.

Class will break into small groups to work on his or her script for the person he or she is describing.

Students will write down the script for describing his or her person. Student must have 2 questions for the class about his or her person. Questions must be in ASL format.

Students will present to the class on Thursday.

Assessment:

Self-reflection, Presentation rubric.

A&M:

Supply a visual of the vocabulary in sign language. Step by step instruction. Copy of teacher notes for select students. Print outs instead of drawing if necessary. Pre written scripts to fill in for select students. Oral response if necessary. Heterogenous grouping.

8th grade

ASL

Objective:

SWBAT sign and identify people based on ethnicity, wardrobe, and unique characteristics.

SWBAT know the difference between identifying someone in the room and someone outside of the room.

SWBAT collaborate with peers to create questions in ASL and present questions to the class.

Procedure:

Students will learn the new vocabulary in whole class instruction.

Students will watch video and take notes on the difference between describing someone in the room and someone outside of the room.

Students will work in google classroom on their reflections from Deaf Mosaic video.

Assessment:

Self-reflection, Presentation,

A&M:

Supply a visual of the vocabulary in sign language. Step by step instruction. Copy of teacher notes for select students.

ASL (3 day lesson)

Objective:

SWBAT sign and identify people based on ethnicity, wardrobe, and unique characteristics.

SWBAT know the difference between identifying someone in the room and someone outside of the room.

SWBAT collaborate with peers to create questions in ASL and present questions to the class.

Procedure:

Review the vocabulary.

Class will work with partners on the creation and script for the person he or she is describing.

Students will write down the script for describing his or her person. Scripts must be in ASL format and talk about the order of description and the person's family background.

Students will practice the script with his or her partner.

If finished early, then students may watch videos to practice vocabulary.

Students will present to the class on Friday.

Assessment:

Self-reflection, Presentation rubric.

A&M:

Supply a visual of the vocabulary in sign language. Step by step instruction. Copy of teacher notes for select students. Print outs instead of drawing if necessary. Pre written scripts to fill in for select students. Oral response if necessary. Heterogenous partnering.

Standards

Resources

