

ASL Activities – How?

Charting the Cs
Conference 2025:

*To Literacy and
Beyond*

Cooperation
Communication
Collaboration

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Workshop Description

Have you ever developed an ASL goal on an IEP, and are stumped with how to provide year-long services with measurable objectives for your student who uses ASL receptively and expressively, at various communication levels? This is the workshop for you to create language lessons with activity ideas on a variety of levels. This session will provide many activities, and you will be inspired with ideas about how to promote ASL development with your student(s).

Topics in ASL for Classroom

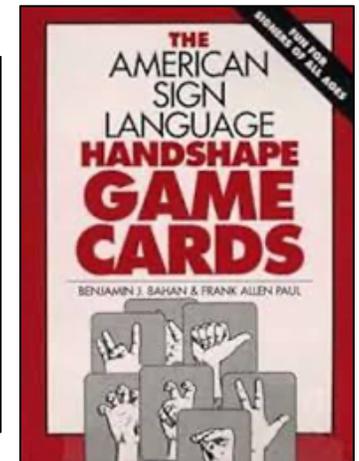
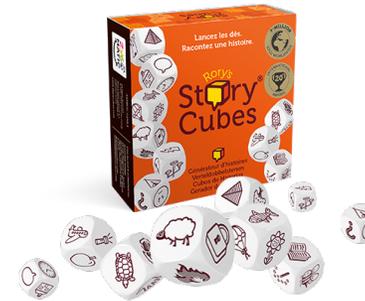
- Expressive ASL skills
- Receptive ASL Skills
- ASL Vocabulary Expansion
- ASL Grammar and Syntax
- ASL Conversational Skills
- ASL Reading Skills (Viewing)
- ASL Writing Skills (Expressive)
- ASL Cultural Competence
- Functional ASL Skills
- ASL Advocacy and Self-Advocacy

Expressive ASL Skills

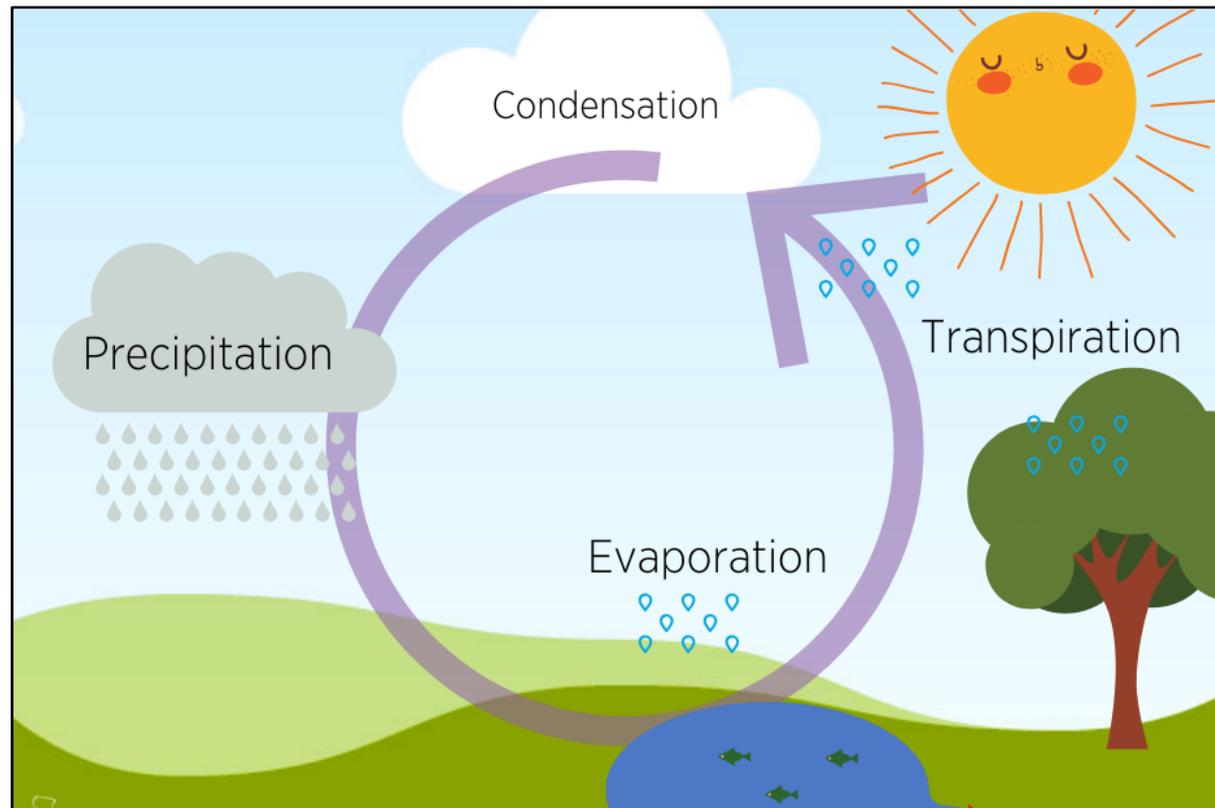
This refers to the student's ability to effectively communicate using American Sign Language (ASL) by accurately producing a predetermined number of signs and sentences in daily interactions. This may involve practicing and refining their signing abilities to convey messages clearly and fluently.

Expressive ASL Skills Activities

- Rory's Story Cubes (<https://www.storycubes.com/en/>)
- Pick a picture based on student's prior knowledge.
- Description an object in the classroom and guess what object.
- ASL Handshape Game Cards for multi-purpose
- Sign language Bingo
- Name story
- Creating a machine
- A story about a word C-A-T
- Describe water cycle through body movement/NMS



Expressive ASL Skills Activities (Water cycle)



Expressive ASL Rhythm Skills (Apple life cycle)



Receptive ASL Skills

This focuses on the student's ability to understand and comprehend ASL signs and sentences presented by others, such as teachers or peers, during classroom activities. The goal is for the student to accurately identify and interpret ASL communication in various contexts.

Receptive ASL Skills Activities

- Read aloud a book**
- ASL short story video** (YouTube and in-house ASL videos)
- Train ASL short story (pair or small group)
- Description an object or cartoon appearance and draw the picture match the description.
- Retell their own story with some changes from the short story ("The Three Little Pigs")
- Sign Language Bingo (create a sentence)

**Ask questions to check if students are following the video or story.

ASL Vocabulary Expansion

This involves actively learning new signs related to classroom content or everyday life and incorporating them into their communication. It's important for the student to continuously expand their ASL vocabulary to express a wider range of ideas and concepts effectively.

ASL Vocabulary Expansion Activities

Homonym (same word different sign)

- Example- “GROW”
- Example- “RUN”



ASL Vocabulary Expansion Activities, continued

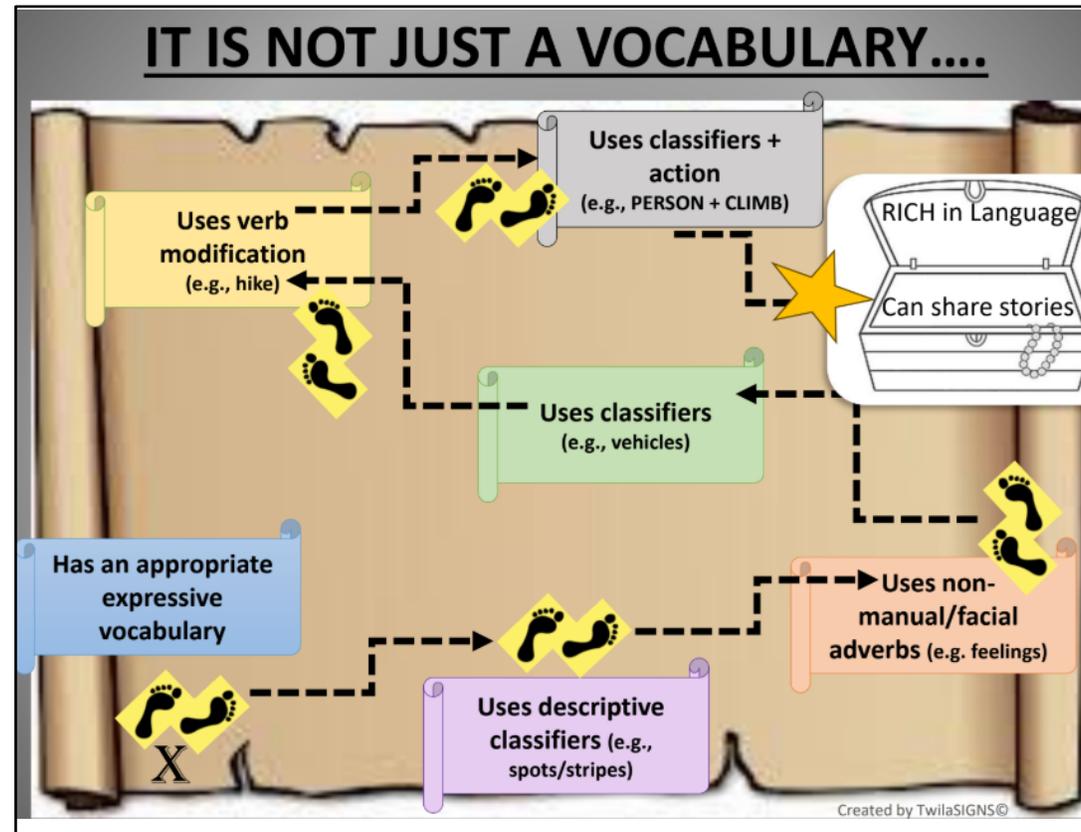
- Compound words



ASL Grammar and Syntax

This pertains to the student's understanding and application of the grammatical rules and sentence structure specific to ASL. Mastery of ASL grammar enables the student to construct sentences correctly and convey meaning accurately in their signed communication.

ASL Grammar and Syntax, continued



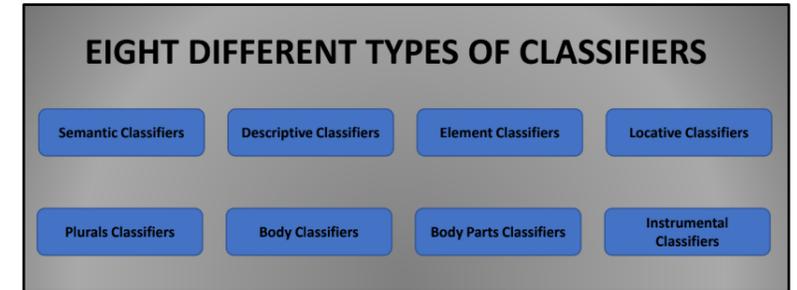
ASL Grammar Activities

5 parameters

- Handshape
- Palm Orientation
- Location
- Movement
- Non-manual signals

ASL grammar/Syntax

- Role shifting
- Classifiers
- Directional Verbs
- Questions Structure
- Ordinal numbers



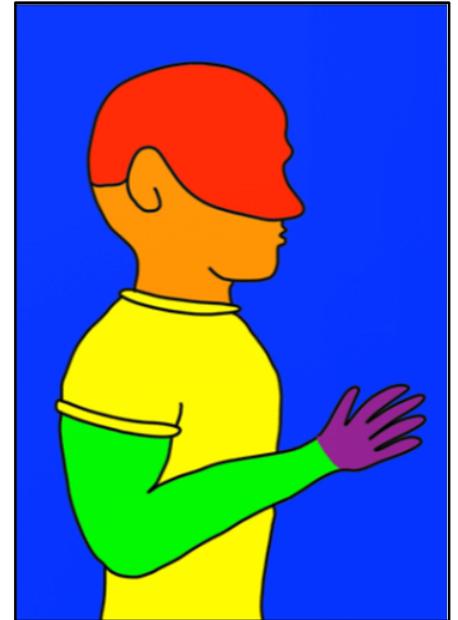
8 different types of classifiers

- Semantic
- Descriptive
- Element
- Locative
- Plurals
- Body
- Body Parts
- Instrumental

ASL Grammar Activities, continued

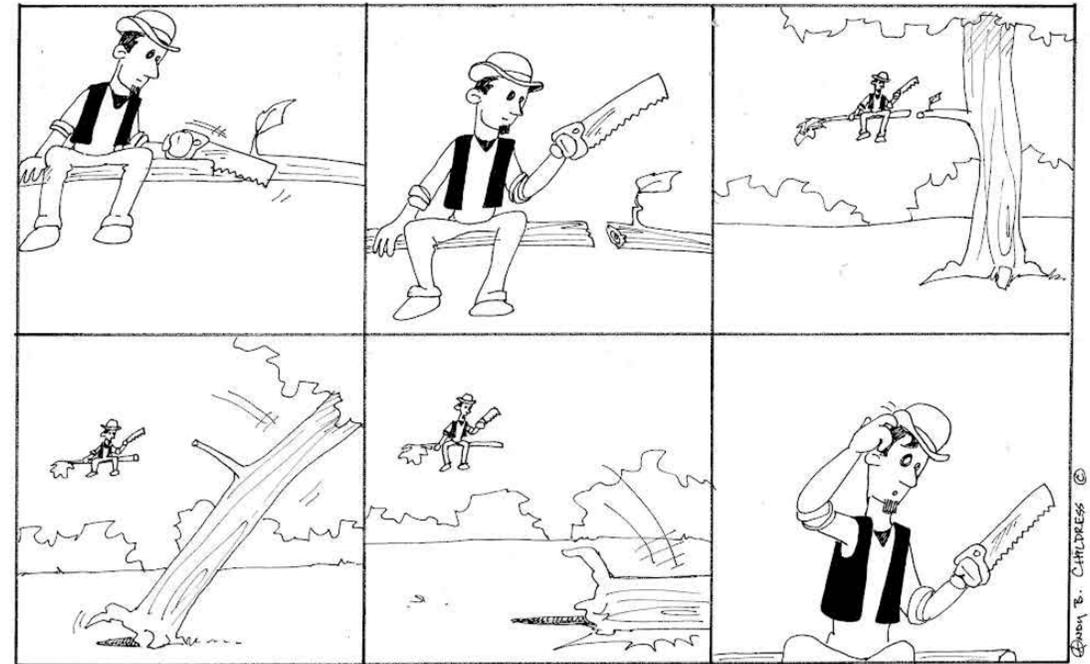
Graphemes

- Red-Signs are made on the forehead.
- Orange-Signs are made at the chin, mouth, or nose.
- Yellow- Signs are made at the chest
- Green- Signs are made at the forearms and hands.
- Blue- Signs are used to designate neutral parts of the body, not touching any body part.
- Purple- Lexicalized fingerspelling



ASL Grammar Activities, continued 2

Comic strip (wordless)



ASL Conversational Skills

This involves the student's ability to engage in meaningful exchanges using ASL, including initiating conversations, maintaining interaction, and appropriately responding to others. Developing conversational skills is crucial for effective communication and social interaction in various settings.

ASL Conversational Skills Activities

- Generate a topic for students to engage in a conversation about.
- Create an opportunity for students to initiate the conversation in order to gather data for their bar graph. (For example: "Which option would you prefer: pizza or chicken tenders?")
- Create a video conversation between two characters, students viewing each other's videos.

ASL Conversational Skills Activities, continued

ARE

HAVE

CAN

ASL Conversational Skills Activities, continued 2



They have white fur to blend in with their icy environment, big sharp claws for catching prey, and small black eyes perfect for hunting in the dark.

ASL Viewing Skills (reading)

This includes watching ASL videos, attending signed presentations or lectures, reading ASL literature, and interpreting visual texts presented in ASL. Strengthening ASL viewing skills involves improving one's ability to understand and interpret the language accurately, recognize different signing styles, comprehend linguistic nuances, and understand the cultural context of Deaf communication. These skills are essential for individuals learning ASL to effectively engage with the Deaf community, participate in ASL-based activities, and develop fluency in sign language.

ASL Viewing Skills (reading) Activities

Create several videos and/or find ASL videos on YouTube:

- Plot hole/ missing important information
- Identify incorrect animals, objects, or other elements in the video.
- Identify emotions in the video
- Compare two same videos and look for the missing details.

ASL Viewing Skills (reading) Activities, continued

Questions:

- Who is the main character of the video?
- What is the setting of the video?
- Can you describe the climax of the video?
- What happens at the end of the video?
- Can add other questions to match students' IEP objectives/goals

Deaf Cultural Awareness

This focuses on the student's understanding and appreciation of Deaf culture, history, traditions, and current events. Participating in discussions, presentations, or projects related to Deaf culture helps the student develop cultural competence and a deeper connection to the Deaf community.

Deaf Cultural Awareness Activities

Deaf Culture Workshops

Students could learn about famous deaf individuals, watch deaf cinema, or explore deaf literature.

Simulation Activities

Students can try communicating with each other using only ASL and/or gestures or by wearing earplugs to simulate hearing loss. This can help Deaf students' peers gain empathy and understanding of the challenges faced by deaf individuals.

Deaf Cultural Awareness Activities, continued

Deaf History Projects

Assign projects where students research and present on different aspects of deaf history, including key events, figures, and milestones in the deaf community's struggle for recognition and rights.

ASL Slangs

KISSFIST, OH I SEE, BAD/BAI, VEE, TRU-BIZ, FINISH, FOR-FOR, PEI PEI, PAH, WHOA, EYEPPOP, BOMP, TRAIN ZOOM, EYE GARAGE DOOR (OPEN/CLOSE), AND DRY DISCUSS.

ASL (Deaf) Advocacy and Self-Advocacy

This involves empowering the student to advocate for their needs, preferences, and rights within the ASL community. It includes effectively communicating with peers, teachers, and other stakeholders about their ASL learning journey and accessibility requirements, fostering self-advocacy skills and promoting inclusivity.

ASL (Deaf) Advocacy and Self-Advocacy Activities

- Learn how to effectively request accommodations to meet their needs in appointments, the workplace, and other settings to ensure accessibility.
- Learn how to utilize communication tools such as VideoPhone, CapTel, relay services, and enable closed captions.
- Call a specific movie theatre or event organizer to request an interpreter for the Deaf community.
- Interview Deaf adults for their advice on navigating the hearing world to become better self-advocates as Deaf individuals
- Share your voice to get your needs related to accessing information at home or school.
- We have MSAD Online Academy – Self-Advocacy Class available for Fall 2025



Thank you!

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