Lesson 2: Deaf Resources In Education

Created by: Katrina Smoot, Kasondra Goodreau, Samantha Quijano

Title of Lesson: Deaf Resources in Education

Language Skills and Strategies in Focus: Pronunciation

Age & Level: Teenagers ages 15-18, Level B1

Length of Lesson: 80 Minutes

Materials Needed:

- Lesson 2 Slides (Appendix A)
- Reading Excerpts (Appendix B)
- Pronunciation Rubric(Appendix C)
- Padlet Activity (Appendix D)
- Whiteboard, Dry Erase Markers

Learning Objectives (3-5)

- 1. SWBAT analyze common pronunciation errors in similar words
- 2. SWBAT identify new vocabulary words within a reading excerpt
- 3. SWBAT differentiate different types of schooling options for Deaf Ss
- 4. SWBAT use rising intonation when asking questions to convey meaning
- 5. SWBAT discuss three types of schooling options for Deaf Ss

PROCEDURES:

Phase & Time	Procedures	LO's Targeted
Warm Up Time : 15 minutes	1. Activity: Telephone Game a. Project slides onto the screen (Appendix A) b. Introduce the Telephone Game i. Ss will sit in a circle, close enough to whisper but not so close that players can hear each other. ii. The first Ss will read the question on the paper and whisper it into the ear of the person next to them. Ss should try to whisper the question once, but can repeat one additional time if necessary. iii. Ss will continue to whisper the question to each other until it reaches the last player.	1

- iv. The last player says the question out loud for everyone to hear.
- v. After each round, the teacher will show the correct question to the class, and have Ss answer the question as a class using the correct word. (see below)
- vi. We will then analyze where Ss made pronunciation errors (if any) and talk about the pronunciation differences between the keywords (bolded below).
 - 1. EX: When whispering the two words Support and Abort in phrase 1, /p/ and /b/ are the same articulated sounds differing only in voicing, so whispering will devoice any voiced sounds, potentially changing meaning. That is why it is important to be aware of pronunciation.
- c. Telephone Questions:
 - i. Phrase 1: Should we **support** or **abort** Deaf education?
 - ii. Phrase 2: Do Deaf students sigh or sign in class?
 - iii. Phrase 3: Did Luca's FM system help or hurt his learning?
 - iv. Phrase 4: Is lip reading easy or messy?

Comprehension Check Questions (CCQs)

- 1. What shape are we sitting in?
- 2. How many times are we allowed to whisper the question?
- 3. What does the last person who heard the question do?
- 2. **Discussion**: Awareness of Deaf Experiences
 - a. How did that exercise make you feel?
 - Confused, frustrated, isolated...
 - b. Was it hard to communicate with others?
 - i. If yes, why?
 - c. What was challenging?
 - d. How can we relate our experiences through a whisper challenge to real-life experiences of people who are Deaf or hard of hearing?

Background Information + Vocabulary Time: 35 minutes □ Pre-Listening □ Listening □ Post-Listening	Topic: Deaf Education 1. Vocabulary a. Accommodations: changes or support that help people with different needs fully participate in school, work, or other activities i. examples: extra time on tests, sign language interpreters, or ramps for wheelchairs b. Bilingual/Bicultural Education: teaching that includes two languages & two cultures i. For deaf students. it often means learning sign language & written/spoken language while learning about Deaf and hearing culture c. Lip reading: a way of understanding spoken words by watching the movements of a person's lips, face, & expressions d. Cochlear Implant: a small electronic device that helps people who are Deaf or hard of hearing hear sounds by helping the brain understand sounds when the ear cannot e. Hearing Aid: a small device that helps people who have a hard time hearing & makes sounds louder so people can hear better f. FM System: a device that helps people with hearing loss hear better, especially in noisy places that has a microphone worn by the speaker & a received used by the listener 2. While Listening Task a. Video - Show clip from PowerPoint (Appendix A) i. Tell Ss that we will have a discussion about the video after watching it, so pay attention! 3. Post-Listening Task a. After the video, have Ss pair and share with the people around them about problems they saw in the video or anything interesting they learned. b. Then discuss the video. Ask: What is one problem you noticed in this video?	2
Practice <u>Time</u> : 15 minutes	Practice: Deaf Schools & Rising and Falling Intonation a. Introduce the three types of schools for people who are D/deaf or hard of hearing a. Mainstreaming: when students who are Deaf or hard of hearing join regular classes with hearing students for some or all of the school day b. Residential Schools: schools that give education, housing, & support to students	2, 3

	who are Deaf or hard of hearing live on	
	campus during the school year c. Schools for the Deaf: schools designed for students who are Deaf or hard-of-hearing b. When asking a yes/no or what, you use a rising intonation. Within the question, use a gliding & drop before rising on certain syllables to insinuate asking a question or needing to hear it again. Rising intonation is used for doubt, uncertainty, incompletion, & confirmation within a question or statement. c. Show Ss the YouTube video Rising Intonation - English Pronunciation with Jennife featured in (Appendix A) on rising intonation & do the practices along with the teacher in the video.	
Assessment Time: 15 minutes	 Assessment: Padlet Activity a. Introduce the rubric to Ss (Appendix C) i. Ss will have an assigned article about one of the three schooling options for Deaf students: mainstreaming, residential, and school for the Deaf. ii. Ss will create a 1-2 minute video presentation discussing the information they learned about their school. Ensure Ss state what it is and how it is different from the other schooling options. iii. Have them watch each other's presentations. iv. Ask them to add comments, questions, and emojis in response to peer statements. v. Discuss as a class – Overall what can schools change or do to help make learning more accessible for Deaf Students? 	3, 4
Wrap-Up and Class Discussion Time : 10 minutes	 Wrap-Up: Class Discussion a. Ask three Ss volunteers to briefly explain their schooling options for Deaf students. b. Ask Ss if there are any questions about any types of schooling c. Ask Ss what they learned or thought was interesting about each type of schooling d. Check in with Ss about advocacy projects such as what topic they choose to advocate for in their final project non-profit organization. 	5
D . f		

References:

Rising Intonation - English Pronunciation with JenniferESL

Deaf Schools: EVERYTHING You Need To Know Mainstream Deaf Students

Options:

The final activity in this lesson can be completed in groups if Ss do not feel confident creating their own video posts.

If technology is not available to record a video, Ss can create a short script to present to small groups about their type of schooling.

Appendix A – Lesson 2: Deaf Resources in Education

(back to Procedures)

Appendix B - Elesson 2: Reading Excerpts

(back to **Procedures**)

Appendix C - Pronunciation Rubric

(back to **Procedures**)

Appendix D - Padlet Activity

(back to **Procedures**)