

Ready-to-Go Substitute Lesson Plan Ideas

Fifteen self-contained activities a substitute can facilitate without knowing any ASL.

PURPOSE

Why these activities work

These substitute lesson ideas are designed for Intermediate Level 2 ASL students. Students already have a foundation in ASL, which frees these activities to focus on critical thinking, translation, Deaf culture, language analysis, and communication skills.

The substitute does not need to know ASL. Their role is to facilitate — distribute the packet, keep time, and guide discussion. Every activity is written so students can begin without adult instruction.

THE CATALOG • 15 ACTIVITIES

Suggested substitute activities

1 TRANSLATION Translation Challenge Translate ASL gloss into natural English and explain the reasoning behind each translation choice.	2 TRANSLATION Which Translation Is Best? Compare multiple English translations of the same ASL gloss and justify which one is strongest.	3 DEAF CULTURE Deaf Culture Case Studies Read real-world scenarios involving Deaf culture and discuss barriers and respectful solutions.
4 LINGUISTICS ASL Parameters Detective Analyze handshape, movement, location, orientation, and non-manual markers to determine how meaning changes.	5 LINGUISTICS Classifier Analysis Identify appropriate classifiers from illustrations and explain why each one fits the situation.	6 DEAF HISTORY Deaf History Reading Read about important events or influential Deaf leaders and complete comprehension questions.
7 COMMUNICATION Conversation Repair Analyze conversations containing communication breakdowns and recommend specific improvements.	8 WRITING Opinion Writing Write a supported response to topics involving ASL, accessibility, Deaf culture, or inclusion.	9 READING Story Sequencing Organize story events, identify the main idea, predict outcomes, or rewrite the ending.
10 TRANSLATION Idioms and Meaning Explore why English idioms require conceptual rather than literal translation into ASL.	11 DEAF HISTORY Deaf Community Spotlight Read a profile of a Deaf individual and reflect on their contributions.	12 READING Compare Two Articles Compare topics such as Deaf schools vs. mainstream schools, or ASL vs. Signed English.
13 ETHICS Ethics Discussion Evaluate interpreter or communication scenarios and identify appropriate professional behavior.	14 PLANNING Preparing for the Next Unit Preview an upcoming unit and predict vocabulary, grammar, and cultural concepts.	15 REFLECTION Reflection Portfolio Reflect on personal ASL growth, strengths, challenges, and goals for future learning.