**American Sign Language 1**

**Unit Title: Talking about Family**

**Unit Overview:** This is an unit plan that focuses on family signs. This unit is planned to take two to three weeks and is geared for high school, grades 9-12. This unit consists of daily lessons and activities that correspond with the given lesson. The purpose of the unit is for students to learn about family signs. At the end of the unit, students will apply vocabulary signs they have learned and sign a narrative about their families. Students will also learn about Deaf families based on cultural differences.

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| Grades 9-12 |
| American Sign Language 1 |
| **California State Standards****Content**Stage I 1.0 Students acquire information, recognize distinctive viewpoints, and further their knowledge of other disciplines. 1.1 Students address discrete elements of daily life, including: a. Greetings and introductions b. Family and friends **Communication** Stage I 1.0 Students use formulaic language (learned words, signs [ASL], and phrases). 1.1 Engage in oral, written, or signed (ASL) conversations. 1.2 Interpret written, spoken, or signed (ASL) language. 1.3 Present to an audience of listeners, readers, or ASL viewers. Functions 1.4 List, name, identify, and enumerate. 1.5 Identify learned words, signs (ASL), and phrases in authentic texts. 1.6 Reproduce and present a written, oral, or signed (ASL) product in a culturally authentic way.**Cultures** Stage I 1.0 Students use appropriate responses to rehearsed cultural situations. **Structures**Stage I 1.0 Students use orthography, phonology, or ASL parameters to understand words, signs (ASL), and phrases in context. 1.1 Use orthography, phonology, or ASL parameters to produce words or signs (ASL) and phrases in context. 1.2 Identify similarities and differences in the orthography, phonology, or ASL parameters of the languages the students know**Settings** Stage I 1.0 Students use language in highly predictable common daily settings. 1.1 Recognize age-appropriate cultural or language-use opportunities outside the classroom. |

**Lesson 1**

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| **ITEM** | **COMMENTS** |
| **Topic/Unit Title** | Talking about Family |
| **Central Focus.** | The purpose of this lesson is to build upon the student’s previous knowledge of using signs. The students will learn and utilize vocabulary signs for family. Discussing and talking about family is a common topic students talk about. They will need to know how to use signs in order to talk about family. At the end of the lesson, the student will be able to:* Converse about family using basic vocabulary and contrastive structure in ASL
* Demonstrate the use of ranking
* Use number incorporation (age) when discussing about siblings
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| **Theory** | Constructivist theory allows students to interact with other students so that they can learn from others’ experiences. In addition to that, interaction in the classroom will allow students to learn about different family backgrounds.  |
| **Content Standards** | **Content**Stage I 1.0 Students acquire information, recognize distinctive viewpoints, and further their knowledge of other disciplines. 1.1 Students address discrete elements of daily life, including: a. Greetings and introductions b. Family and friends **Communication** Stage I 1.0 Students use formulaic language (learned words, signs [ASL], and phrases). 1.1 Engage in oral, written, or signed (ASL) conversations. 1.2 Interpret written, spoken, or signed (ASL) language. 1.3 Present to an audience of listeners, readers, or ASL viewers. Functions 1.4 List, name, identify, and enumerate. 1.5 Identify learned words, signs (ASL), and phrases in authentic texts. 1.6 Reproduce and present a written, oral, or signed (ASL) product in a culturally authentic way.**Cultures** Stage I 1.0 Students use appropriate responses to rehearsed cultural situations. **Structures**Stage I 1.0 Students use orthography, phonology, or ASL parameters to understand words, signs (ASL), and phrases in context. 1.1 Use orthography, phonology, or ASL parameters to produce words or signs (ASL) and phrases in context. 1.2 Identify similarities and differences in the orthography, phonology, or ASL parameters of the languages the students know**Settings** Stage I 1.0 Students use language in highly predictable common daily settings. 1.1 Recognize age-appropriate cultural or language-use opportunities outside the classroom. |
| **Learning Objective** | Students will be able to talk about family and family relationships |
| **Materials/Resources** | Computer/laptopKeynote/PowerPoint presentations LCD Projector/ScreenMagazines/pictures of diverse families for students |
| **Instructional Strategies/Methods** | The teacher will wave hands in air to get everyone’s attention since this is a visual-gestural class. Students will be seated in a U-shape classroom to maintain an clear sightline. Roll call will be done by fingerspelling each student’s name. Teacher will start Power Point Presentation. Slides will show different pictures of families. Teacher will ask students if they know signs for each family member. Teacher will inform students that they are going to learn and apply family signs.Teacher will introduce vocabulary. Once students are exposed to signed vocabulary, they will partake in a skit—they are given a copy where they become a family member and gesture. Students guess the signs for each family member. Teacher will model signs correctly.  |
| **Academic Language** |  |
| **Differentiation/Inclusion** | * Match vocabulary signs to definitions
* Discuss about family
* Provide magazines/pictures for visual learners
* Online assignments assigned to kinesthetic students

For family tree presentations: students choose to do books, posters, Multimedia presentations |
| **Student Activities/Learning Tasks** | Students pair up and review signs; they take turns asking each other questions based on PPT slides—MAN, WHO? Father.WOMAN, WHO? Mother. GIRL, WHO? Their daughter.BOY, who? Their son.  |
| **Technology** | Computer/laptopKeynote/PowerPoint presentations LCD Projector/Screen |
| **Multicultural/Real World Connections** | Students share pictures of family with their peers  |
| **Assessments** | Informal Assessment: Teacher will conduct informal assessment to monitor student learning asking the following questions: Who are your family members?  |
| **Pacing/Time** | Depending on odd/even days, the class meets for 100 minutes 2-3 days per week. The lessons are geared allowing students to reach their learning target. The pacing is to ensure that activities and assessments are not rushed.  |

**Lesson 2**

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|  | **ITEM** | **COMMENTS** |
| **1** | **Topic/Unit Title** | Talking about Immediate Family |
| **2** | **Central Focus.** | The purpose of this lesson is to build upon the student’s previous knowledge of using signs. The students will learn and utilize vocabulary signs for family. Discussing and talking about family is a common topic students talk about. They will need to know how to use signs in order to talk about family.  |
| **3** | **Theory** | Constructivist theory allows students to interact with other students so that they can learn from others’ experiences. In addition to that, interaction in the classroom will allow students to learn about different family backgrounds.  |
| **7** | **Content Standards** | **Content**Stage I 1.0 Students acquire information, recognize distinctive viewpoints, and further their knowledge of other disciplines. 1.1 Students address discrete elements of daily life, including: a. Greetings and introductions b. Family and friends **Communication** Stage I 1.0 Students use formulaic language (learned words, signs [ASL], and phrases). 1.1 Engage in oral, written, or signed (ASL) conversations. 1.2 Interpret written, spoken, or signed (ASL) language. 1.3 Present to an audience of listeners, readers, or ASL viewers. Functions 1.4 List, name, identify, and enumerate. 1.5 Identify learned words, signs (ASL), and phrases in authentic texts. 1.6 Reproduce and present a written, oral, or signed (ASL) product in a culturally authentic way.**Cultures** Stage I 1.0 Students use appropriate responses to rehearsed cultural situations. **Structures**Stage I 1.0 Students use orthography, phonology, or ASL parameters to understand words, signs (ASL), and phrases in context. 1.1 Use orthography, phonology, or ASL parameters to produce words or signs (ASL) and phrases in context. 1.2 Identify similarities and differences in the orthography, phonology, or ASL parameters of the languages the students know**Settings** Stage I 1.0 Students use language in highly predictable common daily settings. 1.1 Recognize age-appropriate cultural or language-use opportunities outside the classroom. |
| **8** | **Learning Objective** | *Students will be able to apply more signs to talk about family* |
| **9** | **Materials/Resources** | Computer/laptopKeynote/PowerPoint presentations LCD Projector/ScreenMagazines/pictures of diverse families for students |
| **10** | **Instructional Strategies/Methods** | Review information from previous class – PPT slides will consist of families -- teacher will show different pictures of families – students will review vocabulary signsCall students attention – review vocabulary Teacher will point at each family member and ask what the signs are for each. Example: A father and his two children, daughter and son, they all live in the house.DAD, HIS TWO-CHILDREN, SON, DAUGHTER, THREE-OF-THEM LIVE HOUSE.Teacher will then ask students – how is the son and daughter related? They are brother and sister. TWO-OF-THEM, SIBLINGS. For each slide, teacher will randomly call students to come up and sign what they see on the slide. Discussion Question:How many parents are there? How many children are there? How many brothers and sisters are there?  |
| **11** | **Academic Language** | * Vocabulary Signs
* Discussion Questions
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| **12** | **Differentiation/Inclusion** | * Match vocabulary signs to definitions
* Discuss about family
* Provide magazines/pictures for visual learners
* Online assignments assigned to kinesthetic students

For family tree presentations: students choose to do books, posters, Multimedia presentations |
| **13** | **Student Activities/Learning Tasks** | Students get in groups of 3 and take turns telling about their family (can be made up) |
| **14** | **Technology** | Computer/laptopKeynote/PowerPoint presentations LCD Projector/Screen |
| **15** | **Multicultural/Real World Connections** | Students ask each other about their favorite TV family shows (i.e. Modern Family, The Simpsons, the Fosters, The Middle, etc…) |
| **16** | **Assessments** | Informal Assessment: Teacher will get students into differentiated groups and review what they have learned by telling about their immediately family. |
| **17** | **Pacing/Time** | Depending on odd/even days, the class meets for 100 minutes 2-3 days per week. The lessons are geared allowing students to reach their learning target. The pacing is to ensure that activities and assessments are not rushed.  |

**Lesson 3**

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| **ITEM** | **COMMENTS** |
| **Topic/Unit Title** | Talking about Siblings;Negation 1 |
| **Central Focus.** | The purpose of this lesson is to build upon the student’s previous knowledge of using signs. The students will learn and utilize vocabulary signs for family. Discussing and talking about family is a common topic students talk about. They will need to know how to use signs in order to talk about family.  |
| **Theory** | Constructivist theory allows students to interact with other students so that they can learn from others’ experiences. In addition to that, interaction in the classroom will allow students to learn about different family backgrounds.  |
| **Content Standards** | **Content**Stage I 1.0 Students acquire information, recognize distinctive viewpoints, and further their knowledge of other disciplines. 1.1 Students address discrete elements of daily life, including: a. Greetings and introductions b. Family and friends **Communication** Stage I 1.0 Students use formulaic language (learned words, signs [ASL], and phrases). 1.1 Engage in oral, written, or signed (ASL) conversations. 1.2 Interpret written, spoken, or signed (ASL) language. 1.3 Present to an audience of listeners, readers, or ASL viewers. Functions 1.4 List, name, identify, and enumerate. 1.5 Identify learned words, signs (ASL), and phrases in authentic texts. 1.6 Reproduce and present a written, oral, or signed (ASL) product in a culturally authentic way.**Cultures** Stage I 1.0 Students use appropriate responses to rehearsed cultural situations. **Structures**Stage I 1.0 Students use orthography, phonology, or ASL parameters to understand words, signs (ASL), and phrases in context. 1.1 Use orthography, phonology, or ASL parameters to produce words or signs (ASL) and phrases in context. 1.2 Identify similarities and differences in the orthography, phonology, or ASL parameters of the languages the students know**Settings** Stage I 1.0 Students use language in highly predictable common daily settings. 1.1 Recognize age-appropriate cultural or language-use opportunities outside the classroom. |
| **Learning Objective** | Students will tell about their rank among siblings; describe their relationship with siblings; tell similarities and differences between them. Students will reply to yes/no question with a negative statement and/or corrected information.  |
| **Materials/Resources** | Computer/laptopKeynote/PowerPoint presentations LCD Projector/ScreenMagazines/pictures of diverse families for students |
| **Instructional Strategies/Methods** | PPT presentationTeacher will show different pictures of families. She will guide by pointing at each family member and asking yes/no questions and students will respond. Example:MAN, HE FATHER? FATHER, HE HAVE WIFE, CHILDRENTeacher will then tell the class to pair up with a partner and each student will produce questions using signs/or gestures. Yes/No Questions will be shown on PPT. Teacher will introduce signs and comments using example sentences. Are you a teacher?NO, ME NOT TEACHER. ME STUDENT.   |
| **Academic Language** |  |
| **Differentiation/Inclusion** | * Match vocabulary signs to definitions
* Discuss about family
* Provide magazines/pictures for visual learners
* Online assignments assigned to kinesthetic students

For family tree presentations: students choose to do books, posters, Multimedia presentations |
| **Student Activities/Learning Tasks** | Teacher will break the students into small groups of 3 students. Students will conduct surveys—they will practice asking about siblings using yes/no questions. |
| **Technology** | Computer/laptopKeynote/PowerPoint presentations LCD Projector/Screen |
| **Multicultural/Real World Connections** | Students share pictures of their siblings with peers and ask yes/no questions.  |
| **Assessments** | Informal Assessment: Teacher will conduct informal assessment to monitor student learning asking the following questions: Do you have siblings? What are the names of your siblings? Homework: Students are to practice telling about their family |
| **Pacing/Time** | Depending on odd/even days, the class meets for 100 minutes 2-3 days per week. The lessons are geared allowing students to reach their learning target. The pacing is to ensure that activities and assessments are not rushed.  |

**Lesson 4**

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| **ITEM** | **COMMENTS** |
| **Topic/Unit Title** | **Telling How Old;****Have, Like, Want & Need** |
| **Central Focus.** | The purpose of this lesson is to build upon the student’s previous knowledge of using signs. The students will learn and utilize vocabulary signs for family. Discussing and talking about family is a common topic students talk about. They will need to know how to use signs in order to talk about family.  |
| **Theory** | Constructivist theory allows students to interact with other students so that they can learn from others’ experiences. In addition to that, interaction in the classroom will allow students to learn about different family backgrounds.  |
| **Content Standards** | **Content**Stage I 1.0 Students acquire information, recognize distinctive viewpoints, and further their knowledge of other disciplines. 1.1 Students address discrete elements of daily life, including: a. Greetings and introductions b. Family and friends **Communication** Stage I 1.0 Students use formulaic language (learned words, signs [ASL], and phrases). 1.1 Engage in oral, written, or signed (ASL) conversations. 1.2 Interpret written, spoken, or signed (ASL) language. 1.3 Present to an audience of listeners, readers, or ASL viewers. Functions 1.4 List, name, identify, and enumerate. 1.5 Identify learned words, signs (ASL), and phrases in authentic texts. 1.6 Reproduce and present a written, oral, or signed (ASL) product in a culturally authentic way.**Cultures** Stage I 1.0 Students use appropriate responses to rehearsed cultural situations. **Structures**Stage I 1.0 Students use orthography, phonology, or ASL parameters to understand words, signs (ASL), and phrases in context. 1.1 Use orthography, phonology, or ASL parameters to produce words or signs (ASL) and phrases in context. 1.2 Identify similarities and differences in the orthography, phonology, or ASL parameters of the languages the students know**Settings** Stage I 1.0 Students use language in highly predictable common daily settings. 1.1 Recognize age-appropriate cultural or language-use opportunities outside the classroom. |
| **Learning Objective** | Students will produce age numbers correctly; tell about their desires for the future and summarize information in a short narrative |
| **Materials/Resources** | Computer/laptopKeynote/PowerPoint presentations LCD Projector/ScreenMagazines/pictures of diverse families for students |
| **Instructional Strategies/Methods** | Power Point Presentation showing different pictures of families. |
| **Academic Language** |  |
| **Differentiation/Inclusion** | * Match vocabulary signs to definitions
* Discuss about family
* Provide magazines/pictures for visual learners
* Online assignments assigned to kinesthetic students

For family tree presentations: students choose to do books, posters, Multimedia presentations |
| **Student Activities/Learning Tasks** | Each student will get an index card which consist of information -- the number, ages, ranking order of siblings, and whether they are Deaf or hearing. Paired students will take turns asking each other about their relationships to their family members (as indicated on index cards). Students are expected to use shoulder shifting (contrastive structure), ranking, and number incorporation with ages. The instructor will walk around and provide support and feedback when needed. |
| **Technology** | Computer/laptopKeynote/PowerPoint presentations LCD Projector/Screen |
| **Multicultural/Real World Connections** | Student conducted interviews asking about royal families from all over the world  |
| **Assessments** | Informal Assessment: Students will ask each other how old they are; they will also conduct interviews based on HAVE, WANT, LIKE, NEED |
| Depending on odd/even days, the class meets for 100 minutes 2-3 days per week.  | Depending on odd/even days, the class meets for 100 minutes 2-3 days per week. The lessons are geared allowing students to reach their learning target. The pacing is to ensure that activities and assessments are not rushed.  |

**Lesson 5**

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| **ITEM** | **COMMENTS** |
| **Topic/Unit Title** | **Talking About Extended Family;** **Negation 2** |
| **Central Focus.** | The purpose of this lesson is to build upon the student’s previous knowledge of using signs. The students will learn and utilize vocabulary signs for family. Discussing and talking about family is a common topic students talk about. They will need to know how to use signs in order to talk about family.  |
| **Theory** | Constructivist theory allows students to interact with other students so that they can learn from others’ experiences. In addition to that, interaction in the classroom will allow students to learn about different family backgrounds.  |
| **Content Standards** | **Content**Stage I 1.0 Students acquire information, recognize distinctive viewpoints, and further their knowledge of other disciplines. 1.1 Students address discrete elements of daily life, including: a. Greetings and introductions b. Family and friends **Communication** Stage I 1.0 Students use formulaic language (learned words, signs [ASL], and phrases). 1.1 Engage in oral, written, or signed (ASL) conversations. 1.2 Interpret written, spoken, or signed (ASL) language. 1.3 Present to an audience of listeners, readers, or ASL viewers. Functions 1.4 List, name, identify, and enumerate. 1.5 Identify learned words, signs (ASL), and phrases in authentic texts. 1.6 Reproduce and present a written, oral, or signed (ASL) product in a culturally authentic way.**Cultures** Stage I 1.0 Students use appropriate responses to rehearsed cultural situations. **Structures**Stage I 1.0 Students use orthography, phonology, or ASL parameters to understand words, signs (ASL), and phrases in context. 1.1 Use orthography, phonology, or ASL parameters to produce words or signs (ASL) and phrases in context. 1.2 Identify similarities and differences in the orthography, phonology, or ASL parameters of the languages the students know**Settings** Stage I 1.0 Students use language in highly predictable common daily settings. 1.1 Recognize age-appropriate cultural or language-use opportunities outside the classroom. |
| **Learning Objective** | Students will talk about extended family; use personal and possessive pronouns to define relationship  |
| **Materials/Resources** | Computer/laptopKeynote/PowerPoint presentations LCD Projector/ScreenMagazines/pictures of diverse families for students |
| **Instructional Strategies/Methods** | Power Point Presentation showing different pictures of families.Students partake in a skit—they are given a copy where they become a family member and gesture. Students guess the signs for each family member. Teacher will model signs correctly.  |
| **Academic Language** |  |
| **Differentiation/Inclusion** | * Match vocabulary signs to definitions
* Discuss about family
* Provide magazines/pictures for visual learners
* Online assignments assigned to kinesthetic students

For family tree presentations: students choose to do books, posters, Multimedia presentations |
| **Student Activities/Learning Tasks** | Students watch video about a Deaf Family; they get in pairs and discuss what they see in the video. This will encourage them to use signs and grammar they have learned in class.  |
| **Technology** | Computer/laptopKeynote/PowerPoint presentations LCD Projector/Screen |
| **Multicultural/Real World Connections** | Students share pictures of their extended family with peers  |
| **Assessments** | Informal Assessment: Teacher will conduct informal assessment to monitor student learning asking the following questions: Do you have grandparents? Aunts/uncles? Cousins? Quiz: Video: My Deaf family: <https://www.youtube.com/watch?v=P-Gc85nQK8w>Students will watch the video first and then pair up with a partner. They discuss each family member, their names, identify if they are Deaf/hearing. teacher will sign questions – students will respond in writing.  |
| **Pacing/Time** | Depending on odd/even days, the class meets for 100 minutes 2-3 days per week. The lessons are geared allowing students to reach their learning target. The pacing is to ensure that activities and assessments are not rushed.  |

Lesson 6

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| **ITEM** | **COMMENTS** |
| **Topic/Unit Title** | **Talking About Extended Family;****Telling how family members are related** |
| **Central Focus.** | The purpose of this lesson is to build upon the student’s previous knowledge of using signs. The students will learn and utilize vocabulary signs for family. Discussing and talking about family is a common topic students talk about. They will need to know how to use signs in order to talk about family.  |
| **Theory** | Constructivist theory allows students to interact with other students so that they can learn from others’ experiences. In addition to that, interaction in the classroom will allow students to learn about different family backgrounds.  |
| **Content Standards** | **Content**Stage I 1.0 Students acquire information, recognize distinctive viewpoints, and further their knowledge of other disciplines. 1.1 Students address discrete elements of daily life, including: a. Greetings and introductions b. Family and friends **Communication** Stage I 1.0 Students use formulaic language (learned words, signs [ASL], and phrases). 1.1 Engage in oral, written, or signed (ASL) conversations. 1.2 Interpret written, spoken, or signed (ASL) language. 1.3 Present to an audience of listeners, readers, or ASL viewers. Functions 1.4 List, name, identify, and enumerate. 1.5 Identify learned words, signs (ASL), and phrases in authentic texts. 1.6 Reproduce and present a written, oral, or signed (ASL) product in a culturally authentic way.**Cultures** Stage I 1.0 Students use appropriate responses to rehearsed cultural situations. **Structures**Stage I 1.0 Students use orthography, phonology, or ASL parameters to understand words, signs (ASL), and phrases in context. 1.1 Use orthography, phonology, or ASL parameters to produce words or signs (ASL) and phrases in context. 1.2 Identify similarities and differences in the orthography, phonology, or ASL parameters of the languages the students know**Settings** Stage I 1.0 Students use language in highly predictable common daily settings. 1.1 Recognize age-appropriate cultural or language-use opportunities outside the classroom. |
| **Learning Objective** | Students will be able to sign a dialogue by asking how many brothers/sisters his/her parents have and close by telling how many aunts/uncles/cousins they haveStudents will apply grammar such as:* Yes/No questions
* HOW-MANY
* Personal/
* possessive pronouns
* Word order
* Contrastive structure

Tell ranking |
| **Materials/Resources** | Computer/laptopKeynote/PowerPoint presentations LCD Projector/ScreenMagazines/pictures of diverse families for students |
| **Instructional Strategies/Methods** | Power Point Presentation showing different pictures of families.Students partake in a skit—they are given a copy where they become a family member and gesture. Students guess the signs for each family member. Teacher will model signs correctly.  |
| **Academic Language** | Multiple meaning signsDescriptive vocabulary signs  |
| **Differentiation/Inclusion** | * Match vocabulary signs to definitions
* Discuss about family
* Provide magazines/pictures for visual learners
* Online assignments assigned to kinesthetic students

For family tree presentations: students choose to do books, posters, Multimedia presentations |
| **Student Activities/Learning Tasks** | Interactive Activity: students are split into groups and assigned to a whiteboard. Each whiteboard has a picture of an extended family – students are directed to come up with a made-up story about the family.  |
| **Technology** | Computer/laptopKeynote/PowerPoint presentations LCD Projector/Screen |
| **Multicultural/Real World Connections** | Discuss about family celebrations  |
| **Assessments** | Informal Assessment Students do peer assessments where they watch each other tell about his/her family and give feedback |
| **Pacing/Time** | Depending on odd/even days, the class meets for 100 minutes 2-3 days per week. The lessons are geared allowing students to reach their learning target. The pacing is to ensure that activities and assessments are not rushed.  |

Lesson 7

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| **ITEM** | **COMMENTS** |
| **Topic/Unit Title** | **Telling how family members are related** |
| **Central Focus.** | The purpose of this lesson is to build upon the student’s previous knowledge of using signs. The students will learn and utilize vocabulary signs for family. Discussing and talking about family is a common topic students talk about. They will need to know how to use signs in order to talk about family.  |
| **Theory** | Constructivist theory allows students to interact with other students so that they can learn from others’ experiences. In addition to that, interaction in the classroom will allow students to learn about different family backgrounds.  |
| **Content Standards** | **Content**Stage I 1.0 Students acquire information, recognize distinctive viewpoints, and further their knowledge of other disciplines. 1.1 Students address discrete elements of daily life, including: a. Greetings and introductions b. Family and friends **Communication** Stage I 1.0 Students use formulaic language (learned words, signs [ASL], and phrases). 1.1 Engage in oral, written, or signed (ASL) conversations. 1.2 Interpret written, spoken, or signed (ASL) language. 1.3 Present to an audience of listeners, readers, or ASL viewers. Functions 1.4 List, name, identify, and enumerate. 1.5 Identify learned words, signs (ASL), and phrases in authentic texts. 1.6 Reproduce and present a written, oral, or signed (ASL) product in a culturally authentic way.**Cultures** Stage I 1.0 Students use appropriate responses to rehearsed cultural situations. **Structures**Stage I 1.0 Students use orthography, phonology, or ASL parameters to understand words, signs (ASL), and phrases in context. 1.1 Use orthography, phonology, or ASL parameters to produce words or signs (ASL) and phrases in context. 1.2 Identify similarities and differences in the orthography, phonology, or ASL parameters of the languages the students know**Settings** Stage I 1.0 Students use language in highly predictable common daily settings. 1.1 Recognize age-appropriate cultural or language-use opportunities outside the classroom. |
| **Learning Objective** | Students will tell how family members are relatedStudents will apply grammar such as:* Yes/No questions
* HOW-MANY
* Personal/
* possessive pronouns
* Word order
* Contrastive structure

Tell ranking |
| **Materials/Resources** | Computer/laptopKeynote/PowerPoint presentations LCD Projector/ScreenMagazines/pictures of diverse families for students |
| **Instructional Strategies/Methods** | Power Point Presentation showing different pictures of families.Students partake in a skit—they are given a copy where they become a family member and gesture. Students guess the signs for each family member. Teacher will model signs correctly.  |
| **Academic Language** |  |
| **Differentiation/Inclusion** | * Match vocabulary signs to definitions
* Discuss about family
* Provide magazines/pictures for visual learners
* Online assignments assigned to kinesthetic students

For family tree presentations: students choose to do books, posters, Multimedia presentations |
| **Student Activities/Learning Tasks** | Guessing Game: Who Am I? Students will have a vocabulary sign taped on their backs. Each student will walk around the room asking YES or NO questions – allowing the students to guess what the vocabulary sign is on their back. |
| **Technology** | Computer/laptopKeynote/PowerPoint presentations LCD Projector/Screen |
| **Multicultural/Real World Connections** | Students share pictures of family with their peers  |
| **Assessments** | Teacher Observations— teacher will circulate and observe students. Teacher will ask student to repeat.Feedback on Signs |
| **Pacing/Time** | Depending on odd/even days, the class meets for 100 minutes 2-3 days per week. The lessons are geared allowing students to reach their learning target. The pacing is to ensure that activities and assessments are not rushed.  |

Lesson 8

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| **ITEM** | **COMMENTS** |
| **Topic/Unit Title** | **Discussing Family Variations;** **Preparing for Family Tree Presentations** |
| **Central Focus.** | The purpose of this lesson is to build upon the student’s previous knowledge of using signs. The students will learn and utilize vocabulary signs for family. Discussing and talking about family is a common topic students talk about. They will need to know how to use signs in order to talk about family.  |
| **Theory** | Constructivist theory allows students to interact with other students so that they can learn from others’ experiences. In addition to that, interaction in the classroom will allow students to learn about different family backgrounds.  |
| **Content Standards** | **Content**Stage I 1.0 Students acquire information, recognize distinctive viewpoints, and further their knowledge of other disciplines. 1.1 Students address discrete elements of daily life, including: a. Greetings and introductions b. Family and friends **Communication** Stage I 1.0 Students use formulaic language (learned words, signs [ASL], and phrases). 1.1 Engage in oral, written, or signed (ASL) conversations. 1.2 Interpret written, spoken, or signed (ASL) language. 1.3 Present to an audience of listeners, readers, or ASL viewers. Functions 1.4 List, name, identify, and enumerate. 1.5 Identify learned words, signs (ASL), and phrases in authentic texts. 1.6 Reproduce and present a written, oral, or signed (ASL) product in a culturally authentic way.**Cultures** Stage I 1.0 Students use appropriate responses to rehearsed cultural situations. **Structures**Stage I 1.0 Students use orthography, phonology, or ASL parameters to understand words, signs (ASL), and phrases in context. 1.1 Use orthography, phonology, or ASL parameters to produce words or signs (ASL) and phrases in context. 1.2 Identify similarities and differences in the orthography, phonology, or ASL parameters of the languages the students know**Settings** Stage I 1.0 Students use language in highly predictable common daily settings. 1.1 Recognize age-appropriate cultural or language-use opportunities outside the classroom. |
| **Learning Objective** | Student will use possessive adjectives and contrastive structure to describe relationship between two people. PPT will show family members. Teacher will demonstrate the use of contrastive structure to set up a spatial relationship between two people. Teacher will ask about the type of relationship using “what” question.Students will create a fictional family and answer questions to help others guess relationships of the members of family.  |
| **Materials/Resources** | Computer/laptopKeynote/PowerPoint presentations LCD Projector/ScreenMagazines/pictures of diverse families for students |
| **Instructional Strategies/Methods** | Power Point Presentation showing different pictures of families.Students partake in a skit—they are given a copy where they become a family member and gesture. Students guess the signs for each family member. Teacher will model signs correctly.  |
| **Academic Language** | Possessive AdjectivesMultiple meaning signsDescriptive vocabulary signs |
| **Differentiation/Inclusion** | * Match vocabulary signs to definitions
* Discuss about family
* Provide magazines/pictures for visual learners
* Online assignments assigned to kinesthetic students

For family tree presentations: students choose to do books, posters, Multimedia presentations |
| **Student Activities/Learning Tasks** | Interactive Activity: students are split into groups again but this time in different groups. They are assigned to whiteboard. Each whiteboard has a picture of a TV family – students are directed to come up with a made-up story about the family. Each group will present in class and ask class questions about the relationships of the members of the family. |
| **Technology** | Computer/laptopKeynote/PowerPoint presentations LCD Projector/Screen |
| **Multicultural/Real World Connections** | Students share pictures of family with their peers – if they do not bring pictures, teacher will provide pictures of different TV show family  |
| **Assessments** | Create Your Own Skit: Family ReunionStudents get into groups of 4-5 and create a skit – they are to tell another family member who they are excited to see again. Homework assigned: Interactive Online Activity – students will be assigned homework where they will go into Google Classroom and do an interactive practice quiz which provides immediate feedback to students. The practice quiz will be similar to the unit exam—the homework will be graded based on completion of interactive practice quiz which can be taken an unlimited number of times. w  |
| **Pacing/Time** | Depending on odd/even days, the class meets for 100 minutes 2-3 days per week. The lessons are geared allowing students to reach their learning target. The pacing is to ensure that activities and assessments are not rushed.  |

**Lesson 9**

|  |  |
| --- | --- |
| **ITEM** | **COMMENTS** |
| **Topic/Unit Title** | **Commenting on Family Members;****Unit 4 Review** |
| **Central Focus.** | The purpose of this lesson is to build upon the student’s previous knowledge of using signs. The students will learn and utilize vocabulary signs for family. Discussing and talking about family is a common topic students talk about. They will need to know how to use signs in order to talk about family.  |
| **Theory** | Constructivist theory allows students to interact with other students so that they can learn from others’ experiences. In addition to that, interaction in the classroom will allow students to learn about different family backgrounds.  |
| **Content Standards** | **Content**Stage I 1.0 Students acquire information, recognize distinctive viewpoints, and further their knowledge of other disciplines. 1.1 Students address discrete elements of daily life, including: a. Greetings and introductions b. Family and friends **Communication** Stage I 1.0 Students use formulaic language (learned words, signs [ASL], and phrases). 1.1 Engage in oral, written, or signed (ASL) conversations. 1.2 Interpret written, spoken, or signed (ASL) language. 1.3 Present to an audience of listeners, readers, or ASL viewers. Functions 1.4 List, name, identify, and enumerate. 1.5 Identify learned words, signs (ASL), and phrases in authentic texts. 1.6 Reproduce and present a written, oral, or signed (ASL) product in a culturally authentic way.**Cultures** Stage I 1.0 Students use appropriate responses to rehearsed cultural situations. **Structures**Stage I 1.0 Students use orthography, phonology, or ASL parameters to understand words, signs (ASL), and phrases in context. 1.1 Use orthography, phonology, or ASL parameters to produce words or signs (ASL) and phrases in context. 1.2 Identify similarities and differences in the orthography, phonology, or ASL parameters of the languages the students know**Settings** Stage I 1.0 Students use language in highly predictable common daily settings. 1.1 Recognize age-appropriate cultural or language-use opportunities outside the classroom. |
| **Learning Objective** | Students will be able to state similarities and differences between themselves and another person.Review vocabulary signsComprehend narratives by answering questions and retelling narrative  |
| **Materials/Resources** | Computer/laptopKeynote/PowerPoint presentations LCD Projector/ScreenMagazines/pictures of diverse families for students |
| **Instructional Strategies/Methods** | Power Point Presentation showing different pictures of families.Students partake in a skit—they are given a copy where they become a family member and gesture. Students guess the signs for each family member. Teacher will model signs correctly.  |
| **Academic Language** | Multiple meaning signsDescriptive vocabulary signs |
| **Differentiation/Inclusion** | * Match vocabulary signs to definitions
* Discuss about family
* Provide magazines/pictures for visual learners
* Online assignments assigned to kinesthetic students

For family tree presentations: students choose to do books, posters, Multimedia presentations |
| **Student Activities/Learning Tasks** | Review Activity: Power Point - JEOPARDYPartner Practice: Presentations |
| **Technology** | Computer/laptopKeynote/PowerPoint presentations LCD Projector/Screen |
| **Multicultural/Real World Connections** | Students take turns asking each other about their family.  |
| **Assessments** | Teacher Observations—teacher will circulate and observe students. Teacher will notice photos or stories students use and ask student to repeat. Feedback on Signs |
| **Pacing/Time** | Depending on odd/even days, the class meets for 100 minutes 2-3 days per week. The lessons are geared allowing students to reach their learning target. The pacing is to ensure that activities and assessments are not rushed.  |

Lesson 10

|  |  |
| --- | --- |
| **ITEM** | **COMMENTS** |
| **Topic/Unit Title** | Family Tree Presentation |
| **Central Focus.** | The purpose of this lesson is to build upon the student’s previous knowledge of using signs. The students will learn and utilize vocabulary signs for family. Discussing and talking about family is a common topic students talk about. They will need to know how to use signs in order to talk about family.  |
| **Theory** | Constructivist theory allows students to interact with other students so that they can learn from others’ experiences. In addition to that, interaction in the classroom will allow students to learn about different family backgrounds.  |
| **Content Standards** | **Content**Stage I 1.0 Students acquire information, recognize distinctive viewpoints, and further their knowledge of other disciplines. 1.1 Students address discrete elements of daily life, including: a. Greetings and introductions b. Family and friends **Communication** Stage I 1.0 Students use formulaic language (learned words, signs [ASL], and phrases). 1.1 Engage in oral, written, or signed (ASL) conversations. 1.2 Interpret written, spoken, or signed (ASL) language. 1.3 Present to an audience of listeners, readers, or ASL viewers. Functions 1.4 List, name, identify, and enumerate. 1.5 Identify learned words, signs (ASL), and phrases in authentic texts. 1.6 Reproduce and present a written, oral, or signed (ASL) product in a culturally authentic way.**Cultures** Stage I 1.0 Students use appropriate responses to rehearsed cultural situations. **Structures**Stage I 1.0 Students use orthography, phonology, or ASL parameters to understand words, signs (ASL), and phrases in context. 1.1 Use orthography, phonology, or ASL parameters to produce words or signs (ASL) and phrases in context. 1.2 Identify similarities and differences in the orthography, phonology, or ASL parameters of the languages the students know**Settings** Stage I 1.0 Students use language in highly predictable common daily settings. 1.1 Recognize age-appropriate cultural or language-use opportunities outside the classroom. |
| **Learning Objective** | Students will be able to sign [tell] about family and family relationships |
| **Materials/Resources** | Computer/laptopKeynote/PowerPoint presentations LCD Projector/ScreenMagazines/pictures of diverse families for students |
| **Instructional Strategies/Methods** | Power Point Presentation showing different pictures of families.Students partake in a skit—they are given a copy where they become a family member and gesture. Students guess the signs for each family member. Teacher will model signs correctly.  |
| **Academic Language** | Multiple meaning signsDescriptive vocabulary signs |
| **Differentiation/Inclusion** | * Match vocabulary signs to definitions
* Discuss about family
* Provide magazines/pictures for visual learners
* Online assignments assigned to kinesthetic students

For family tree presentations: students choose to do books, posters, Multimedia presentations |
| **Student Activities/Learning Tasks** | Students pair up and review signs; they take turns asking each other questions—MAN, WHO? Father.WOMAN, WHO? Mother. GIRL, WHO? Their daughter.BOY, who? Their som.  |
| **Technology** | Computer/laptopKeynote/PowerPoint presentations LCD Projector/Screen |
| **Multicultural/Real World Connections** | Presentation Projects based on their family culture  |
| **Assessments** | Authentic assessment – allows me to measure students’ ability to apply their sign language knowledge and have the ability to use and apply what they have learned -- measure their knowledge of content which is ASL; they are to demonstrate their proficiency by giving a family tree presentation based on what they have learned |
| **Pacing/Time** | Depending on odd/even days, the class meets for 100 minutes 2-3 days per week. The lessons are geared allowing students to reach their learning target. The pacing is to ensure that activities and assessments are not rushed.  |

**GRAMMAR**

**Age Numbers**

* + For ages less than 1 year, use months (backs of your nails touch)
	1–9 months and 10–11 months
	+ For ages over 1 year, there are 3 ways to discuss age:
1. Index finger on your chin --> pull away and show #
2. Sign AGE followed by the number
3. Sign the (first) number of age at chin and pull away, and then sign the second number if applicable.

**CONTRASTIVE STRUCTURE (Role Shifting)**

*Shifting of your upper body to sign in 2-3 locations within your neutral space.*

* 1. To sign about more than one person, place, thing or idea…

- To differentiate between them

- To compare or contrast them

- To talk about people, places, or things that

 are not in your immediate presence

1. To give options in a question
2. It is often used to replace the word “AND”
3. To narrate different characters in a story

\* First, set-up your categories or ideas

(starting with non-dominant side)…
 then go back and discuss each one in more detail.

**Vocabulary Signs**

**People**

Man

Woman

Husband

Wife

Parents

Mother

Father

Daughter

Son

Children vs. Kids

Twins

Sister

Brother

Siblings

(great) Grandma

(great) Grandpa

grandchildren

grandson

granddaughter

aunt and uncle

niece and nephew

cousin

In-Law

Step-

Half-

Adopt

**Negative Responses**

No / Not / None

**Desire for Future**

Future

want

don’t want

maybe

**Rankings**

Oldest

Last

\_\_\_ of 2

\_\_\_ of 3

\_\_\_ of 4

\_\_\_ of 5

\_\_\_ of 6

Total #/ All together

**Stages of Relationships**

Flirt

Go-out date

Fall in love

Together/steady

Offer marriage

Engage

Marry

Pregnant

Give-birth

Take-care-of

Happy

Verbal argument

Not-get-along

L-O-V-E dissolve

Separate

Divorce

**Aging**

Age you?

newborn

months vs. years old

young

Grow-up

Old

Still Living

Dead

Deceased/gone

**Pronouns**

Personal-talking about a person (HS:1)

Possessive-talking about what a person has (HS:5)

Us-2 vs. them-2, 3, 4

**Occasions**

Wedding

Birthday

Graduation

Family reunion

Vacation/Holiday

Retirement

Halloween

Thanksgiving

Christmas

Hanukah