

<b>ASL</b>	<b>Level - Year 1</b>	<b>Targeted Proficiency Range: SLPI Novice + to Survival and ASLPI Level 1 to 2 proficiency</b>
<b>UNIT 3</b>	<b>My Family Life</b>	
<b>LESSON 1:</b>	<b>Talking about My Family</b>	

### Georgia Standards/Skills In Focus

**ASL1.IP1A. Produce gestures, handshapes, movements, facial expressions and pantomime.**  
**ASL1.IP1B. Produce and recognize appropriate attention-getting behaviors.**  
**ASL1.IP1C. Sign basic greetings, introductions, farewells and expressions of courtesy.**  
**ASL1.IP1F. Ask for clarification.**  
**ASL1.IP2A. Initiate, participate in, and close a brief exchange.**  
**ASL1.CU1C. Describe customs and traditions of the culture, such as greetings, celebrations, and courtesies.**  
**skills from other subjects, when appropriate to demonstrate knowledge in the target language.**  
**ASL1.CCC2A. Compare patterns of behavior and interaction in the students' own culture with those of the target culture.**  
**ASL1.CCC2B. Demonstrate an awareness of elements of the students' own culture.**

### Description:

In this lesson, students are learning to use contrastive structure to give information about family. Students will learn to exchange information about immediate family members.

### Essential Question(s):

- How do I use contrastive structure to compare and contrast two things?
- How do I use possessive pronouns to show relationships?
- How do I reply to a yes/no question with a negative statement?

### Learning Targets

<b>COMMUNICATION</b>		
<b>INTERPRETIVE VIEWING</b>	<b>INTERPERSONAL SIGNING</b>	<b>PRESENTATIONAL SIGNING</b>
I can comprehend and interpret live and recorded information in the target language related to family life.	I can engage in conversations and correspondence to provide and obtain information, express feelings and emotions, and exchange opinions related to family life.	I can present information, concepts, and ideas to an audience of viewers related to family life.

<b>CULTURES</b>	
<b>INVESTIGATE (Products and Practices)</b>	<b>INTERACT (Language and Behavior)</b>

<p>I can demonstrate an understanding of the relationship between the products and perspectives of the American Deaf Culture family life.</p> <p>I can demonstrate an understanding of the relationship between the practices and perspectives of the American Deaf Culture family life.</p>	<p>I can exchange simple information in the target language, utilizing cultural references where appropriate related to family life.</p> <p>I can demonstrate skills necessary to initiate, sustain and close exchanges in signed language related to family life.</p>
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CONNECTIONS	COMPARISONS	COMMUNITIES
I can reinforce and further knowledge of other disciplines related to family life through ASL.	I can demonstrate an understanding of the nature of language through comparisons of ASL and my own language(s).	I can use ASL within and beyond the school setting.
I can acquire information and recognize the distinctive viewpoints related to family life that are only available through ASL and Deaf Culture.	I can demonstrate an understanding of the nature of culture through comparisons of American Deaf Culture and my own culture(s).	I can show evidence of becoming a lifelong learner by using ASL for personal enjoyment and enrichment.

ESSENTIAL VOCABULARY	
Possessive Pronouns: MY/MINE, HIS/HERS, YOUR/YOURS Immediate Family Members: MOTHER, FATHER, MOTHER+FATHER (PARENTS) BROTHER, SISTER, BROTHER+SISTER (SIBLINGS) Possessions: HAVE, WANT NOT-WANT, MAYBE Numbers: 1-10 Negation: #NO, NONE, NOT HOW-MANY ALONE (only child)	
EXTENDED VOCABULARY	
GRANDMOTHER, GRANDFATHER, AUNT, UNCLE, COUSIN, PET, ANIMAL, BIRD, CAT, #DOG, FISH, RABBIT, TURTLE, RAT	
KEY PHRASES	STRUCTURE/GRAMMAR FUNCTIONS
YOU HAVE BROTHER+SISTER YOU (y/n question) IN-FUTURE YOU WANT CHILDREN YOU (y/n question) YOU HAVE BROTHER HOW-MANY (Wh-question) YOU HAVE SISTER HOW-MANY (Wh-question)	Personal vs. Possessive Pronouns WH Questions: HOW-MANY Yes/No Questions Facial grammar for topic/comment/question Contrastive Structure

Lesson - 1	
<b>OPENING</b> Getting students	<b>Step 1: Communicate learning Intentions and determine readiness</b> A. Explain the process of talking about immediate family. B. Standards: Display, Read, and Introduce: <ul style="list-style-type: none"> <li>● <i>I can differentiate among statements, questions, and commands.</i></li> </ul>

<p>ready to learn</p>	<ul style="list-style-type: none"> <li>● I can produce gestures, handshapes, movements, facial expressions and pantomime.</li> <li>● I can ask questions and provide responses based on suggested topics.</li> <li>● I can initiate, participate in, and close a brief exchange.</li> </ul> <p>C. Essential Questions: Display, Read Discuss:</p> <ul style="list-style-type: none"> <li>● How do I use contrastive structure to compare and contrast two things?</li> <li>● How do I use possessive pronouns to show relationships?</li> </ul>	
	<p><b>Step 2: Communicate success criteria:</b></p> <p>A. Students will learn to sign the following dialogue:</p> <ul style="list-style-type: none"> <li>● Signer A: Ask if B has brothers and sisters</li> <li>● Signer B: Respond (use contrastive structure if 2 or more of different genders)</li> </ul>	
	<p><b>Step 3: Build Commitment and Engagement:</b></p> <p>A. Show students an image of a family: mother, father, brother, sister</p> <p>B. Students will copy-sign the signs for each family member. Point and show the signs for each person in the image.</p> <p>C. Teacher will sign the following yes/no questions to the class:</p> <ul style="list-style-type: none"> <li>● YOU HAVE MOTHER YOU</li> <li>● YOU HAVE FATHER YOU</li> <li>● YOU HAVE BROTHER YOU</li> <li>● YOU HAVE SISTER YOU</li> </ul> <p>D. Teacher will sign: I HAVE BROTHER (number) SISTER (number). Show using contrastive structure for each gender.</p>	
	<p><b>Step 4: Give students new information:</b></p> <p>A. After students have answered the yes/no questions and an example is given, ask the number of siblings. BROTHER+SISTER YOU HAVE HOW-MANY (wh-question)</p> <p>B. If no siblings, use negation by showing the sign NONE and making the phrase: I HAVE BROTHER+SISTER NONE. (shake head with the sign NONE)</p> <p>C. Use contrastive structure if you have siblings of both genders.* (Have the following displayed on the board to refer to for each possible number of siblings)</p> <ul style="list-style-type: none"> <li>● 1 BROTHER      1 SISTER</li> <li>● 2 SISTERS      1 BROTHER</li> <li>● 3 SISTERS      2 BROTHERS</li> <li>● 4 BROTHERS    2 SISTERS</li> </ul> <p>D. If all siblings are of one gender, use either option:</p> <p>a. Use simple statement</p> <ul style="list-style-type: none"> <li>■ 1 BROTHER</li> <li>■ 2 SISTERS</li> <li>■ 3 BROTHERS</li> </ul> <p>b. Or use contrastive structure (if you mention both genders):</p> <ul style="list-style-type: none"> <li>■ 1 BROTHER    0 SISTERS</li> <li>■ 2 SISTERS      0 BROTHERS</li> <li>■ 3 BROTHERS   0 SISTERS</li> </ul>	
<p><b>WORK PERIOD</b> Releasing students to do the work</p>	<p><b>Step 5: Guide students through practice using the new information - Learning by Doing</b></p>	
	<p><b>Teacher Actions</b></p>	<p><b>Student Actions</b></p>
	<p>A. Show students how use contrastive structure by pointing to an option* and demonstrate how to use contrastive structure wherever</p>	<p>A. Students will copy-sign each phrase. S(all): (copy)</p>

	<p>applicable. Point to NO SIBLINGS and sign:</p> <ul style="list-style-type: none"> <li>• T: ME NONE BROTHER+SISTER (no contrast)</li> <li>• T: (point to “one brother and one sister” and sign) ME HAVE ONE BROTHER, ONE SISTER</li> <li>• T: ME HAVE ONE BROTHER (no contrast)</li> <li>• T: (point to “1 brother 0 sisters” and sign) ME HAVE ONE BROTHER NONE SISTER</li> </ul> <p>B. Review by pointing to an option and asking students to sign the information.</p> <ul style="list-style-type: none"> <li>• T: (point to “2 sisters”)</li> <li>• T: (point to “no siblings”)</li> </ul> <p>C. Continue until all students have signed an option on the list.</p>	<p>B. S(all): ME HAVE TWO SISTER</p> <p>C. S(all): ME NONE BROTHER+SISTER me-ALONE</p>
<p><b>CLOSING</b> Helping students make sense of their learning</p>	<p><b>Step 6: Showcase students’ learning:</b></p> <ul style="list-style-type: none"> <li>A. Recap lesson’s target of asking if someone has any brothers and/or sisters.</li> <li>B. Students will practice responding with how many siblings one has using contrastive structure to compare the genders.</li> <li>C. Teacher will watch how students sign and make corrections on any parameter changes including the use of contrastive structure appropriately.</li> </ul>	
	<p><b>Step 7: Extend learning:</b></p> <ul style="list-style-type: none"> <li>A. Students will practice using contrastive structure for aunts, uncles, and cousins.</li> </ul>	
<p><b>Finish Early or Need Challenge</b></p>	<p><b>If a student finishes early or needs an extra challenge:</b></p> <ul style="list-style-type: none"> <li>A. Students may explore extended family members and practice using contrastive structure for aunts, uncles, cousins, etc.</li> </ul>	

<b>Transition to Lesson - 2</b>	
<p><b>OPENING</b> Getting students ready to learn</p>	<p><b>Step 1: Communicate learning Intentions and determine readiness:</b></p> <ul style="list-style-type: none"> <li>A. Greet students; have them greet each other and then asking them if they have siblings followed with: HOW-MANY</li> <li>B. Ask and answer questions and recap the previous lesson and how to use contrastive structure.</li> </ul> <p><b>Step 2: Communicate success criteria:</b></p> <ul style="list-style-type: none"> <li>A. <i>I can differentiate among statements, questions, and commands.</i></li> <li>B. <i>I can produce gestures, handshapes, movements, facial expressions and pantomime.</i></li> </ul>

	<p>C. <i>I can ask questions and provide responses based on suggested topics.</i></p> <p>D. <i>I can initiate, participate in, and close a brief exchange.</i></p> <p><b>Step 3: Build Commitment and Engagement:</b></p> <p>A. Ask students if they are the oldest child in the family</p> <p>B. Ask students if they are the youngest child in the family</p> <p>C. Tell students your ranking in the family</p> <p><b>Step 4: Give students new information:</b></p> <p>A. Show <i>Ranking Brothers and Sisters</i> list and point to each example to give the ranking of the person identified as you.</p> <ol style="list-style-type: none"> <li>a. Only child</li> <li>b. One sibling</li> <li>c. Two siblings</li> <li>d. Three siblings</li> <li>e. Four siblings</li> <li>f. Five siblings</li> </ol> <p>B. If there are more than five brothers and sisters and the student is the sixth or so, use an ordinal number (6th, 7th, 8th,) to indicate ranking. Use LAST to indicate the youngest member of the family.</p> <p>C. Students will practice using contrastive structure and ranking on their non-dominant hand.</p>
<p><b>WORK PERIOD</b> Releasing students to do the work</p>	
<p><b>CLOSING</b> Helping students make sense of their learning</p>	
<p><b>Finish Early or Need Challenge</b></p>	

**Suggested Learning Resources:**

[ASL \(OER Resources\)](#)  
[American Sign Language I \(ASL 121\)](#)  
[American Sign Language II \(ASL 122\)](#)  
[American Sign Language III \(ASL 123\)](#)  
[Lifeprint FYI: Permission rules regarding use of ASL University and/or Lifeprint.com material](#)  
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