

American Sign Language I Unit 6: Everyday Activities “At A Glance”

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Can-Do Statements	I can talk about what a person’s been doing.	I can ask what some did or will do on a certain day. I can sequence activities involving time signs.	I can talk about what a person’s been doing and add time signs, plural pronouns, and activity.	I can combine signs, plural pronouns, and activities.	I can recall vocabulary in this and previous units. I can give a narrative about everyday activities.
Proficiency Level Range	SLPI Novice+ to Survival and ASLPI Level 1 to 2 Proficiency	SLPI Novice+ to Survival and ASLPI Level 1 to 2 Proficiency	SLPI Novice+ to Survival and ASLPI Level 1 to 2 Proficiency	SLPI Novice+ to Survival and ASLPI Level 1 to 2 Proficiency	SLPI Novice+ to Survival and ASLPI Level 1 to 2 Proficiency
Language Forms & Functions	Talk about one “out of the ordinary” activity. Sequence activities involving time signs	Plural pronouns to tell how many people are involved in activities.	Talking about a series of activities using sequencing.	Sequence information with time, when, who (including plural pronouns) and the activity.	Ask/tell a narrative about everyday activities.
Transition/ Opening <i>Insert hyperlinks where possible</i>	Draw a calendar on the board using current dates. Review days of the week and month.	Have students tell what activities they did within the last week.	Students’ practice combining time signs, plural pronouns, and activity.	Using the calendar and parts of the day on the board, point to a date, part of the day, and an activity to have students sign phrases about them. Continue until students have signed a phrase.	Review all vocabulary using an online game: BLOOKET, KAHOOT, etc.
Input/ Mini Lesson <i>Insert hyperlinks where possible</i>	Start with confirming the current date. Introduce signs for ONE-WEEK-PAST, ONE-WEEK-FUTURE, and WEEK+ END.	Show signs for each activity mentioned and then point to activities with others. Demonstrate the sign for ACTIVITY and ask how many people are involved.	Add parts of the day to the calendar displayed on the board. Point to date, part of day, and an activity to have students sign a phrase using a plural pronoun.	Hand out copies of one schedule to half the class and then a different schedule to the other half.	Give information about narrative structure and expectations for the project. Students will be given a list of requirements.

<p>Interpretive Activity/ Tasks <i>Insert hyperlinks where possible</i></p>	<p>Demonstrate the phrase ONE-WEEK-PAST+day, ONE-WEEK+FUTURE+day.</p>	<p>Explain when you say you are going to do an activity, use LEAVE-FOR.</p>	<p>Continue until all students have signed a sentence.</p>	<p>Demonstrate your own personal schedule.</p>	<p>Students will write out a basic ASL gloss version of narrative. Sequencing must be used appropriately.</p>
<p>Interpersonal Activity/ Tasks <i>Insert hyperlinks where possible</i></p>	<p>When pointing to various dates on the calendar, students give time signs.</p>	<p>Students' practice combining time signs, plural pronouns, and activity.</p>	<p>Demonstrate the sign for activity and ask how many people are involved. Then demonstrate using a plural pronoun.</p>	<p>Students work in pairs to complete this activity. Students will sign to partner each day, part of day, and activity on their assigned handout.</p>	<p>Students will sequence activities for the week/month to sign to the class.</p>
<p>Presentational Activity/ Tasks <i>Insert hyperlinks where possible</i></p>	<p>Show parts of the day by pointing to sun positions. Students copy-sign the new words.</p>	<p>Point to a picture and have students sign the sentence using a plural pronoun.</p>	<p>Review by pointing to a picture and having students sign the sentence using the plural pronoun.</p>	<p>Review how to sequence activities and how to use FINISH.</p>	<p>Students will sign narratives.</p>
<p>Closing/ Formative/ Self-Assessment <i>Insert hyperlinks where possible</i></p>	<p>Ask them about their plans for today and tomorrow.</p>	<p>Be sure students use correct palm orientation and movement for US-TWO and US-THREE with middle finger towards self.</p>	<p>Be sure students use the correct palm orientation and movement for US-FOUR and US-FIVE, with pinkie finger oriented towards self for each pronoun.</p>	<p>Correct students and make sure they use plural pronouns by naming who, then use the correct plural pronoun, use FINISH when sequencing, and follow the sequence: 1) when, 2) who, 3) did what.</p>	<p>Students will write what they understand from the signed narratives of their peers.</p>