

American Sign Language	Level - Year 1
UNIT 1:	Deaf-World Survival Skills
LESSON 1:	Getting to Know You
Targeted Proficiency Range: Interpersonal - SLPI Novice + to Survival or ASLPI Level 1 to 2 proficiency Interpretive - SLPI Novice + to Survival and ASLPI Level 1 to 2 proficiency Presentational - SLPI Novice + to Survival and ASLPI Level 1 to 1.5 proficiency.	

Georgia Standards/Skills In Focus

ASL1.IP1A. Produce gestures, handshapes, movements, facial expressions and pantomime.
ASL1.IP1I. Ask questions and provide responses based on suggested topics.
ASL1.IP1J. Use sequenced information meaningfully.
ASL1.IP2A. Initiate, participate in, and close a brief exchange.
ASL1.IP2B. Demonstrates SLPI Novice + to Survival or ASLPI Level 1 to 2 proficiency.
ASL1.INT1D. Demonstrate SLPI Novice + to Survival and ASLPI Level 1 to 2 proficiency receptive skills.
ASL1.INT2A. Differentiate among statements, questions, and commands.
ASL1.INT2B. Recognize basic non-manual markers.
ASL1.P1C. Demonstrate SLPI Novice + to Survival and ASLPI Level 1 to 1.5 proficiency expressive skills.
ASL1.P2A. Demonstrate SLPI Novice + to Survival and ASLPI Level 1 to 1.5 proficiency skills in presenting rehearsed material.
ASL1.P2B. Demonstrate comprehension of rehearsed material.
ASL1.CU1A. Demonstrate knowledge of contributions target culture to civilization.
ASL1.CCC1B. Apply previously learned skills from other subjects, when appropriate to demonstrate knowledge in the target language.
ASL1.CCC1C. Relate content from other subject areas to topics discussed in the language class.
ASL1.CCC3B. Recognize basic sign parameters and inflectional patterns.

Description:

In this lesson, students are learning the appropriate handshapes for fingerspelling the manual alphabet. Students will learn how to introduce themselves and how to ask someone their name in the target language.

Essential Question(s):

How do I fingerspell using the manual alphabet?
 How do I introduce myself in American Sign Language?

Learning Targets

COMMUNICATION		
INTERPRETIVE SIGNING	INTERPERSONAL SIGNING	PRESENTATIONAL SIGNING
I can interact and negotiate meaning in signed conversations to share information, reactions, feelings, and opinions related to ASL basic survival skills.	I can understand, interpret, and analyze what is viewed on a variety of topics related to ASL basic survival skills.	I can present information, concepts, and ideas to inform, explain, persuade, and narrate on topics related to ASL basic survival skills, using appropriate media and adapting to various audiences of viewers.

CULTURES	
INVESTIGATE (Products and Practices)	INTERACT (Language and Behavior)
I can use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of American Deaf Culture.	I can exchange simple information in signed language, utilizing cultural references where appropriate to survive in the American Deaf-World.
I can use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the American Deaf Culture.	I can demonstrate skills necessary to initiate, sustain and close exchanges in signed language to survive in the American Deaf-World.

CONNECTIONS	COMPARISONS	COMMUNITIES
I can build, reinforce, and expand my knowledge of the history of ASL, Deaf Education, and the nuances of the American Deaf-World while using signed language to develop critical thinking and to solve problems creatively.	I can use signed language to investigate, explain, and reflect on the nature of language through comparisons of ASL and my own.	I can use signed language both within and beyond the classroom to interact and collaborate in my community and the globalized world.
I can access and evaluate information and diverse perspectives that are available through signed language and the American Deaf Culture.	I can demonstrate understanding of the nature of culture through comparisons of American Deaf Culture and my own.	I can set goals and reflect on my progress in using signed language for enjoyment, enrichment, and advancement.

ESSENTIAL VOCABULARY

AGAIN, COPY-ME, DIFFERENT, FINGERSPELL, FORGET, LETTER, NAME, REMEMBER, SAME-AS, SHAPE, WRITE

EXTENDED VOCABULARY

HELLO, HI, MY, WHAT, WHO, WHERE

FUNCTIONS (How to use the language) /FORMS (Language Structures)

Function	Form (Language Structures)
<ul style="list-style-type: none">Ask/give names	<ul style="list-style-type: none">MY NAME _____YOU NAME WHAT?IX-Loc NAME _____

Lesson - 1

OPENING

Getting students ready to learn

Step 1: Communicate learning Intentions and determine readiness:

- Explain the process of introducing yourself in the target language.
- Standards: Display, Read, and Introduce:
 - I can produce gestures, handshapes, movements, facial expressions, and pantomime.*
 - I can introduce myself using the manual alphabet*
 - I can recognize basic non-manual markers for wh-questions.*
- Essential Questions: Display, Read, Discuss
 - How do I fingerspell using the manual alphabet?*
 - How do I introduce myself in ASL?*
 - How do I ask someone's name in the target language using the dialogue: YOU NAME WHAT*

Step 2: Communicate success criteria:

- Students will introduce themselves by writing their names on the board and learning how to sign the following dialogue:
 - Ask for name*
 - Give name (point to name on board)*
 - (shake hands)*

Step 3: Build Commitment and Engagement:

- Give students a copy of the manual alphabet
- Have students copy-sign the correct handshapes and movements to each letter.
- Students will practice signing their names
- Teacher will sign the following: HELLO ME NAME(write name on the board)
- Now, invite students to write their names on the board.
 - T: YOU NAME WHAT, YOU GO-TO WRITE-ON "board"*
 - S: (go to board and write their names)*
 - T & S: (shake hands and have each student return to their seat).*

	<p>Step 4: Give students new information:</p> <p>A. After several students have written their names on the board, ask a second question for the rest of the students:</p> <ul style="list-style-type: none"> ● NAME IX-loc “name on board” WHO ● S(all): (point to the named student) ● When all students’ names are on the board, ask individual students a WHERE question: ● YOU NAME IX-loc “up and down list,” WHERE ● S: (wave up, down, sideways, then point to the name) <p>B. Explain what Indexing (IX) means and how it is used to point to a person to signify the pronouns HE/SHE.</p>	
<p>WORK PERIOD Releasing students to do the work</p>	<p>Step 5: Guide students through practice using the new information - Learning by Doing</p>	
	<p style="text-align: center;">Teacher Actions</p> <p>A. Show students how to wave their hands to get you into the vicinity of their name and then to use the sign below to indicate where their name is located.</p> <p>B. Review by pointing to a name and asking the class whose name it is.</p> <p>C. Make sure the whole class points to the student with that name.</p> <p>D. T: IX-loc “name on board,” WHO</p>	<p style="text-align: center;">Student Actions</p> <p>A. S(all): (point to student)</p>
<p>CLOSING Helping students make sense of their learning</p>	<p>Step 6: Showcase students’ learning:</p> <p>A. Recap lesson’s target of asking someone’s name and introducing his/herself.</p> <p>B. Students will move around asking each other’s individual names and responding with their name using the manual alphabet.</p> <p>C. Watch how students interact and make corrections on any parameter changes including the use of asking a wh-question using the correct non-manual marker.</p>	
	<p>Step 7: Extend learning:</p> <p>A. Students will practice fingerspelling a list of given words for extra practice.</p>	
<p>Finish Early or Need Challenge</p>	<p>If a student finishes early or needs an extra challenge:</p> <p>A. Students may explore how to fingerspell double letter words and find the unique way of signing double Z’s.</p>	

Transition to Lesson - 2	
OPENING	Step 1: Communicate learning Intentions and determine readiness:

<p>Getting students ready to learn</p>	<p>A. Greet students; have them greet each other using their names as an introduction. B. Ask and answer simple questions and distribute a copy of the American Deaf Culture Pre-Unit Quiz.</p> <p>Step 2: Communicate success criteria:</p> <p>A. I can identify commonly held viewpoints of the culture. B. I can compare patterns of behavior and interaction in the students' own culture with those of the target culture. C. I can demonstrate knowledge of the evolution and spread of American Sign Language.</p> <p>Step 3: Build Commitment and Engagement:</p> <p>A. Ask students if they were aware that there is a Deaf Culture.</p> <p>Step 4: Give students new information:</p> <p>A. After students are given a pretest on American Deaf Culture, explain that students will increase their initial knowledge about American Sign Language and Deaf Culture by discussing each question on the pre-test.</p>
<p>WORK PERIOD Releasing students to do the work</p>	
<p>CLOSING Helping students make sense of their learning</p>	
<p>Finish Early or Need Challenge</p>	

Suggested Learning Resources

[ASL \(OER Resources\)](#)
[American Sign Language I \(ASL 121\)](#)
[American Sign Language II \(ASL 122\)](#)
[American Sign Language III \(ASL 123\)](#)
[Lifepoint FYI: Permission rules regarding use of ASL University and/or Lifepoint.com material](#)
[Integrated and Open Interpreter Education – Simple Book Publishing](#)