

American Sign Language Level 1 Unit 1 “At A Glance”

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Can-Do Statements	<p>I can finger spell using the Manual Alphabet.</p> <p>I can introduce myself.</p>	<p>I can identify commonly held viewpoints of the culture.</p> <p>I can compare patterns of behavior and interaction in my own culture with those of the target culture.</p> <p>I can demonstrate knowledge of the evolution and spread of ASL.</p>			
Proficiency Level Range	<p>Interpersonal: SLPI Novice + to Survival or ASLPI Level 1 to 2 proficiency</p> <p>Interpretive: SLPI Novice + to Survival and ASLPI Level 1 to 2 proficiency</p> <p>Presentational: SLPI Novice + to Survival and ASLPI Level 1 to 1.5 proficiency.</p>				
Language Forms & Functions	<p>Ask/give names</p> <p>MY NAME _____</p> <p>YOU NAME WHAT?</p> <p>IX-Loc NAME _____</p>	<p>Not applicable given that this is a Culture Lesson.</p>			
Transition / Opening <i>(Insert hyperlinks where possible)</i>	<p>Students will introduce themselves by writing their names on the board and learning how to sign the following dialogue:</p>	<p>Ask students if they were aware that there is a Deaf Culture.</p>			

	<p>Ask for name Give name (point to name on board) (shake hands)</p>		
<p>Input / Mini-Lesson (Insert hyperlinks where possible)</p>	<p>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:</p> <p>HELLO ME NAME (write name on the board)</p> <p>Now, invite students to write their names on the board.</p> <p>T: YOU NAME WHAT, YOU GO-TO WRITE-ON "board"</p> <p>S: (go to board and write their names)</p> <p>T & S: (shake hands and have each student return to their seat).</p> <p>After several students have written their names</p>	<p>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>on the board, ask a second question for the rest of the students: 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) Explain what Indexing (IX) means and how it is used to point to a person to signify the pronouns HE/SHE.</p>		
Work Period			
<p>Interpretive Activities / Tasks (Insert hyperlinks where possible)</p>	<p>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>Review by pointing to a name and asking the class whose name it is. Make sure the whole class points to the student with that name. T: IX-loc “name on board,” WHO S(all): (point to student)</p>
<p>Interpersonal Activities / Tasks (<i>Insert hyperlinks where possible</i>)</p>	<p>Students will move around asking each other’s individual names and responding with their name using the manual alphabet.</p>
<p>Presentational Activities / Tasks (<i>Insert hyperlinks where possible</i>)</p>	<p>Students will practice fingerspelling a list of given words for extra practice.</p>
<p>Closing / Formative / Self-Assessment (<i>Insert hyperlinks where possible</i>)</p>	<p>Students will practice fingerspelling a list of given words for extra practice.</p> <p>Extension: Students may explore how to fingerspell double letter words and find</p>

	the unique way of signing double Z's.	
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