American Sign Language  Level - Year 1

UNIT 2: All About Me

LESSON 1: Giving Information About Yourself

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.IP1B. Produce and recognize appropriate attention-getting behaviors.
- ASL1.IP1C. Sign basic greetings, introductions, farewells and expressions of courtesy.
- ASL1.IP1G. Give simple descriptions.
- 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.P1A. Present informational narratives.
- 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.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.
- ASL1.CCC3B. Recognize basic sign parameters and inflectional patterns.

Description:
In this lesson, students will be able to use expressions of courtesy within the Deaf-World and narrate about one’s language background. Students will understand how a verb can change into a noun by using an agent marker. Real world orientation will be examined using indexing.

Essential Question(s):
- How do I use ASL to provide information about one's language background?
- How does my language background compare to those of the American Deaf-World?
Learning Targets

**COMMUNICATION**

<table>
<thead>
<tr>
<th>INTERPRETIVE SIGNING</th>
<th>INTERPERSONAL SIGNING</th>
<th>PRESENTATIONAL SIGNING</th>
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<tbody>
<tr>
<td>I can understand, interpret, and analyze what is viewed on topics related to my language background.</td>
<td>I can interact and negotiate meaning in signed conversations to share information, reactions, feelings, and opinions on topics related to my language background.</td>
<td>I can present information, concepts, and ideas to inform, explain, persuade, and narrate on topics related to my language background using appropriate media and adapting to various audiences of viewers.</td>
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**CULTURES**

<table>
<thead>
<tr>
<th>INVESTIGATE (Products and Practices)</th>
<th>INTERACT (Language and Behavior)</th>
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<tbody>
<tr>
<td>I can use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the American Deaf Culture related to language backgrounds.</td>
<td>I can exchange simple information in the target language, utilizing cultural references where appropriate related to language backgrounds.</td>
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<tr>
<td>I can use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the American Deaf Culture related to language backgrounds.</td>
<td>I can demonstrate skills necessary to initiate, sustain and close exchanges in signed languages related to language backgrounds.</td>
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**CONNECTIONS**

| I can build, reinforce, and expand my knowledge of disciplines related to language backgrounds using signed language to develop critical thinking and to solve problems creatively. | I can access and evaluate information on diverse perspectives that are available through signed language and the American Deaf Culture related to language backgrounds. |

**COMPARISONS**

| I can use signed language to investigate, explain, and reflect on the nature of language related to language backgrounds through comparisons of ASL and my own. | I can demonstrate understanding of the nature of culture related to language backgrounds through comparisons of American Deaf Culture and my own. |
### COMMUNITIES

- I can use the language both within and beyond the classroom to interact and collaborate in my community and the globalized world.
- I can set goals and reflect on my progress in using signed language for enjoyment, enrichment, and advancement.

### ESSENTIAL VOCABULARY

Grammar: Yes/No Questions, Affirm/Negate, Real World Orientation using IX-loc
Identities: TEACH+ER, LEARN+ER, DEAF, HEARING
Verbs: TEACH++, LEARN++, BE-RAISED
Languages: LANGUAGE, SPANISH/SPAIN, FRENCH, ENGLISH/ENGLAND, fs-ASL, SIGN, SPEAK
Places: HER, IX-loc, GALLAUDET, DEAF-SCHOOL, ELEMENTARY, MIDDLE, fs-HS, SCHOOL
Categories: CLASS, COLLEGE, UNIVERSITY
Responses: YES, #NO, OH-I-SEE, #OK, SO-SO

### EXTENDED VOCABULARY

Previous Units: NAME, YOU, WHAT, WHO, WHERE, MY, ME, MAN, WOMAN, BOY, GIRL, SAME-AS, DEAF, HEARING

### FUNCTIONS/FORMS

<table>
<thead>
<tr>
<th>Function (How to Use the Language)</th>
<th>Form (Language Structures)</th>
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<tbody>
<tr>
<td>● Ask/tell personal information</td>
<td>● Wh-word comes at the end of a phrase</td>
</tr>
<tr>
<td>● Affirm/negate</td>
<td>● Time+Comment word order</td>
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<tr>
<td>● Real World Orientation using IX-loc</td>
<td></td>
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<tr>
<td>● Identify self</td>
<td></td>
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<tr>
<td>● Language backgrounds</td>
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### Lesson - 1

**OPENING**

Getting students ready to learn

**Step 1: Communicate learning Intentions and determine readiness:**

A. Greet the class and ask HOW+YOU.
B. Model easy to answer: “thumb-up,” “thumb-down,” and SO-SO
C. Practice spelling names by having students stand in a circle and give a ball to one student. Have them spell out another student’s name, then toss the ball to that student.
D. Continue until everyone has a chance to spell a name.

**Step 2: Communicate success criteria:**

A. Review MAN and WOMAN while asking students to respond to the following questions.
B. Sign YES when a student nods and #NO when a student shakes their head.
   - T: YOU MAN, YOU
   - S: (nod) YES, ME MAN, ME
   - T: YOU WOMAN, YOU
   - S: (shake head) #NO, ME MAN, ME
   - T: YOU, IX “other student” WOMAN you-SAME-AS-other student
   - S: (nod) YES, WOMAN she-SAME-AS-me
   - T: (continue asking other students)
   - S: (answer accordingly)
C. Introduce the term: HARD-OF-HEARING for students who may identify themselves as such.

**Step 3: Build Commitment and Engagement:**

A. Share lesson’s specific learning targets:
   - I can demonstrate understanding of the nature of culture related to language backgrounds through comparisons of American Deaf Culture and my own.
   - I can use real world orientation when indexing (IX-loc).
   - I can use an agent marker to change a verb into a noun.

**Step 4: Give students new information:**

A. Point to the teacher in the picture and sign the following:
   - T: IX-loc “teacher in picture” TEACH+ER, teacher-SAME-AS-me TEACH+ER
B. Now point to the students and sign:
   - T: IX-loc “students in picture” LEARN+ER, students-SAME-AS-you LEARN+ER
C. Review these signs by asking the following questions:
   - YOU LEARN+ER, YOU (yes/no question)
   - YES, ME LEARN+ER, ME (nod)
   - YOU TEACH+ER, YOU (yes/no question)
   - #NO, ME LEARN+ER, ME (shake head)
   - ME TEACH+ER, ME (yes/no question)
   - YES, YOU TEACH+ER, YOU (nod)
   - ME LEARN+ER, ME (yes/no question)
   - #NO, YOU TEACH+ER YOU (shake head)
D. Continue asking students these questions until they can recognize the new signs and respond easily.
E. Point to the word “noun” and sign TEACH+ER. Point to the word “verb” and sign TEACH.
   Do the same for LEARN+ER and LEARN++. Again point to “noun” or “verb” and have students give the correct sign.

**Step 5: Guide students through practice using the new information - Learning by Doing**

<table>
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<tr>
<th>WORK PERIOD</th>
<th>Releasing students to do the work</th>
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**Teacher Actions**

A. Point to the appropriate languages as each sign is introduced. (FRENCH, SPAIN/SPANISH, ENGLAND/ENGLISH, fs-ASL)
B. Ask the following questions for the students to answer:
   - T: (point to a language) WHAT
   - T: ME TEACH++ SPANISH, ME (y/n question)
   - T: ME TEACH++ FRENCH, ME
   - T: ME TEACH++ ENGLISH, ME
   - t: ME TEACH++ WHAT (wh-question)
C. Ask the following questions for students to answer:
   - T: ME TEACH+ER, ME (y/n question)

**Student Actions**

A. Students look at language being referenced
B. Students answer teacher questions with the following:
   - S: (give sign for language being pointed to)
   - S: #NO (shake head)
   - S: #NO (shake head)
   - S: fs-ASL
C. Students answer teacher questions with the following:
   - S: YES, YOU TEACH+ER (nod)
   - S: YOU TEACH++ fs-ASL, YOU
   - S: ME LEARN++ fs-ASL
Step 6: Showcase students’ learning:

A. Point to different people in a picture and ask the following questions for students to respond:
   - T: (point to teacher) IX “teacher” ME he-SAME-AS-me WHAT (wh-question)
   - S: TEACH+ER
   - T: (point to students) IX-mult “students” WHAT (wh-question)
   - S: LEARN+ER
   - T: (point to students) IX-mult “student,” YOU you-SAME-AS-students WHAT (wh-question)
   - S: LEARN+ER
   - T: (point to all women) IX-mult “women” WHAT (wh-question)
   - S: WOMAN
   - T: (point to all men) IX-mult “men” WHAT (wh-question)
   - S: MAN
   - T: (point to one man) IX MAN, WOMAN WHAT (wh-question)
   - S: MAN

B. Conclude by pointing to everyone in the picture in the classroom and introduce the sign: CLASS.

C. Review Languages by asking students the following questions:
   - T: (point to each language) IX “language” WHAT (wh-question)
   - S: fs-ASL
   - T: ME, TEACH++FRENCH, ME (y/n question)
   - S: #NO (shake head)
   - T: ME TEACH++WHAT (wh-question)
   - S: fs-ASL
   - T: YOU LEARN++WHAT (wh-question)
   - S: fs-ASL
   - ME TEACH++SPANISH, fs-ASL WHAT (wh-question)
   - S: fs-ASL

D. Conclude by indicating all languages presented and introducing the category sign: LANGUAGE.

Step 7: Extend learning:

A. Students can engage with apps: The ASL App or other online resources for extra practice.

If a student finishes early or needs an extra challenge:

A. Students may explore signs of other languages not mentioned in this unit. Since ASL is not universal, students can compare the ASL manual alphabet with other signed languages.
Step 1: Communicate learning Intentions and determine readiness:
   A. Greet students; have them greet you and each other. Ask and answer simple questions.
   B. Distribute copies of Language Backgrounds A and B
   C. Display, Read, Introduce: ASL1.P1B Present personal narratives.
   D. Display, Read, Discuss
       ● How can I present to others the language I grew up using?
       ● How can I describe the language I am currently learning?

Step 2: Communicate success criteria:
   A. Success criteria:
       ● I can present the language I grew up with.
       ● I can present in the target language.
   B. The evidence of learning will be a signed narrative presented to class.
   C. A leveled proficiency-based rubric will be provided to students, explained, and used to provide feedback on the narrative.

Step 3: Build Commitment and Engagement:
   ● I can demonstrate an understanding of someone’s language background.

Step 4: Give students new information:
   ● Begin with your own language background and if you know two languages, use contrastive structure.
   ● Ask what language each student grew up using.
   ● Clarify the sign BE-RAISED by gesturing to show a baby slowly growing to adulthood.
ASL (OER Resources)
American Sign Language I (ASL 121)
American Sign Language II (ASL 122)
American Sign Language III (ASL 123)
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