

American Sign Language I Unit 3: My Family Life “At A Glance”

| | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 |
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| Can-Do Statements | I can use contrastive structure to give information about family. I can exchange information about immediate family members. | I can tell one’s ranking among siblings. I can describe relationships with siblings. I can ask/tell about similarities and differences between self and sibling(s). | I can ask/tell about siblings and who I am closest to. I can describe similarities/differences among siblings. | I can talk about extended family. I can tell a parent's ranking among their siblings. I can use personal and possessive pronouns to define relationships. I can use a non-dominant hand to indicate ranking. | I can ask/tell how two people are related. I can use possessive adjectives and contrastive structure to describe relationships between two people. |
| 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 | Personal vs. Possessive Pronouns, WH Questions: HOW-MANY, Yes/No Questions, Facial grammar for topic/comment/question, Contrastive Structure | Ask/tell about siblings and who is oldest? | Ask/tell about siblings: <ul style="list-style-type: none"> • Who is closest to you? • Similarities and differences | Ask/tell about parents’ family and grandparents. | Ask/tell relationships and tell how two people are related. Use contrastive structure to set up spatial relationships between two people. Use IX: POSS to set up both people. |
| Transition/ Opening <i>Insert hyperlinks where possible</i> | Greet class and explain the process of talking about immediate family showing an image of | Warm up by reviewing contrastive structure. Present a list showing different potential family | Greet class and ask how many brothers/sisters one has. Ask who is the oldest and have | Start class by asking which sibling students are closest to and ask similarities and differences | Greet class and begin asking students about family and extended family members. |

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| | a family with mother, father, brother, sister. Copy-sign family members by first pointing to each image. | members: no siblings, siblings of both genders, all siblings one gender, both genders. Point to an option on the list and demonstrate how to use contrastive structure when applicable. | students use ranking/listing to show the birth order of siblings. | among siblings. | |
| Input/ Mini Lesson <i>Insert hyperlinks where possible</i> | Show how to use contrastive structure for each gender (brothers/sisters). Follow this by asking how many brothers/sisters one has. Show how to sign NONE if someone has no siblings. | Show a list of ranking brothers and sisters: Only child, 1 sibling, 2 other siblings, 3 other siblings, 4 other siblings, 5 other siblings. Point to each example and give the ranking of the person identified as "you". Point to each ranking and show how to list/rank on a non-dominant hand. | Show the sign for CLOSE-TO and ask students which sibling they are closest to. For similarities, students must use US-TWO and IX-SAME-AS-me. For rhetorical phrases, students must raise eyebrows. For stating differences, students must shift their bodies to contrast information about others and themselves. | Show family tree and add more family members: GRANDMOTHER/ GRANDFATHER, AUNT/UNCLE, COUSIN, NIECE/NEPHEW. Introduce the sign for IX: POSS (indexing/possessive) Show possessive handshape and how you can show the relationships using IX:POSS. | Show an image of a family to identify two people. Use IX "person" and POSS "another person" to tell how they are related. Describe a relationship of other family members in the image. |
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| Interpretive Activity/ Tasks <i>Insert hyperlinks where possible</i> | Point to various families and ask students how many brothers/sisters. | Ask who has 0 brothers 0 sisters. Ask who has 1 brother or 1 sister. Ask which students have 2,3, or 4 siblings. Ask who has 5 or more siblings and show how to use | Give an example of your own family and siblings to compare similarities/differences and who is closest to. | Continue asking relationship questions until all vocabulary is covered in this lesson. Ask the class about the family image presented. Continue narrating | Give relationships and ask follow-up questions by referring to the different family members in the image. |

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| | | ordinal numbers to indicate ranking. | | and introducing new vocabulary/phrases. | |
| Interpersonal Activity/ Tasks <i>Insert hyperlinks where possible</i> | Once students can answer Y/N questions, answer the number of siblings and use negation by showing the sign for NONE. Show how to use a simple statement if all siblings are one gender or use contrastive structure if both genders are mentioned. | Students practice contrastive structure and ranking on their non-dominant hand. | Students mingle and practice signing questions and answering about siblings. | Ask students about their own grandparents. Have students use contrastive structure to answer when appropriate. Ask students about aunts, uncles, nieces, and nephews. | Student's practice using contrastive structure, and IX and POSS to ask and tell how people are related. |
| Presentational Activity/ Tasks <i>Insert hyperlinks where possible</i> | Students ask other students how many brothers and sisters one has. Followed by asking if he/she has brothers, sisters, or both. | Ask students if they are the oldest. Have students show where they are ranked in the family from oldest to youngest. Show how to list on a non-dominant hand. | Students demonstrate the dialogue using raised brows for yes/no questions, lower brows for wh-word questions and use listing to ask a person with 2 or more siblings or YOU-TOO for a person with 1 sibling. | Student's practice using personal and possessive pronouns to discuss extended family members. Students mingle and continue practicing dialogue asking about extended family members. | Students continue practicing and make corrections to be sure students are using IX "person" and POSS "another person". Then ask students to pair up and take turns asking each other about the relationships of people in the image. |
| Closing/ Formative/ Self-Assessment <i>Insert hyperlinks where possible</i> | Recap by asking if someone has any brothers and/or sisters. Students will practice responding with how many siblings one has using contrastive structure to compare genders. Watch how students produce the | Remind students the importance of ranking/listing using your non-dominant hand. Discuss the handshape that must be used when holding the list of family members including themselves in the ranking. | Show the student video Iva's Family . Ask students what comprehension questions. | Give feedback to students and make corrections. Ask for volunteers to present to class. | Remind students how to use contrastive structure to contrast two people and how to use IX "person" and POSS "another person" to ask/tell about relationships. |

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| | signs and make corrections based on the use of contrastive structure. | | | | |
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