

American Sign Language	Level - Year 1
UNIT 4:	My School Life
LESSON 1:	Giving Commands at School
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

<input type="checkbox"/> ASL1.IP1A. Produce gestures, handshapes, movements, facial expressions and pantomime.
<input type="checkbox"/> ASL1.IP1B. Produce and recognize appropriate attention-getting behaviors.
<input type="checkbox"/> ASL1.IP1E. Make simple requests.
<input type="checkbox"/> ASL1.IP1F. Ask for clarification.
<input type="checkbox"/> ASL1.IP1G. Give simple descriptions.
<input type="checkbox"/> ASL1.IP1H. Follow and give simple directions.
<input type="checkbox"/> ASL1.IP1J. Use sequenced information meaningfully.
<input type="checkbox"/> ASL1.INT1C. Understand simple instructions, such as classroom procedures.
<input type="checkbox"/> ASL1.INT1D. Demonstrate SLPI Novice + to Survival and ASLPI Level 1 to 2 proficiency receptive skills.
<input type="checkbox"/> ASL1.INT2A. Differentiate among statements, questions, and commands.
<input type="checkbox"/> ASL1.INT2B. Recognize basic non-manual markers.
<input type="checkbox"/> ASL1.P1C. Demonstrate SLPI Novice + to Survival and ASLPI Level I to 1.5 proficiency expressive skills.
<input type="checkbox"/> ASL1.P2A. Demonstrate SLPI Novice + to Survival and ASLPI Level I to 1.5 proficiency skills in presenting rehearsed material.
<input type="checkbox"/> ASL1.P2B. Demonstrate comprehension of rehearsed material.
<input type="checkbox"/> ASL1.CCC1B. Apply previously learned skills from other subjects, when appropriate to demonstrate knowledge in the target language.
<input type="checkbox"/> ASL1.CCC1C. Relate content from other subject areas to topics discussed in the language class.

Description:

In this lesson, students are learning to give commands to place objects in specific locations. Students will learn how to name a location and/or the object of where to put items. Topicalization will be introduced when naming an object or location.

Essential Question(s):

- How do I give commands involving an object and location in the target language?
- How do I use my non-dominant hand to establish a reference?
- How do I use topicalization when naming an object or location?

Learning Targets

COMMUNICATION		
INTERPRETIVE SIGNING	INTERPERSONAL SIGNING	PRESENTATIONAL SIGNING
I can comprehend and interpret live and recorded information in the target language on a variety of topics related to school.	I can engage in conversations and correspondence to provide and obtain information, express feelings and emotions, and exchange opinions related to school.	I can present information, concepts, and ideas to an audience of viewers on a variety of topics related to school.

CULTURES	
INVESTIGATE (Products and Practices)	INTERACT (Language and Behavior)
I can demonstrate an understanding of the relationship between products and perspectives of American Deaf Culture.	I can demonstrate an understanding of the target language through a variety of media and based on a variety of topics related to school and activities.
I can demonstrate an understanding of the relationship between the practices and perspectives of American Deaf Culture.	I can exchange simple information in the target language, utilizing cultural references where appropriate, related to school and activities.

CONNECTIONS	
I can reinforce and further knowledge of other disciplines through ASL.	I can acquire information and recognize the distinctive viewpoints that are only available through ASL and the American Deaf Culture.

COMPARISONS	
I can demonstrate an understanding of the nature of language through comparisons of ASL and my own language(s).	I can demonstrate an understanding of the nature of the culture through comparisons of the American Deaf Culture and my own.

COMMUNITIES	
I can use ASL within and beyond the school setting.	I can show evidence of becoming lifelong learners by using ASL for personal enjoyment and enrichment.

ESSENTIAL VOCABULARY
Classroom Items: APPLE, BOOK, CHAIR, CANDY, CUP, DOOR, DRINK, EYEGLASSES, fs-CELL+PHONE, LIGHTS, PAPER, PEN/PENCIL, PICTURE, SHOES, WINDOW Location: BACKPACK, BOX, SHELF, TABLE, WASTEBASKET Classroom Commands: PUT (modify this verb to correspond with the action)

EXTENDED VOCABULARY

Colors

KEY PHRASES

KEY PHRASES	STRUCTURE/GRAMMAR FUNCTIONS
TABLE, BOOK, YOU PUT-ON-table SHELF, CUP, YOU PUT-ON-shelf BOX, APPLE, YOU PUT-ON-box BACKPACK, EYEGLASSES, YOU PUT-IN-backpack	Use this word order when giving commands using objects and locations: (location) + (object) + (person) + (action)

Lesson - 1**OPENING**

Getting students ready to learn

Step 1: Communicate learning Intentions and determine readiness

- A. Explain the process of giving commands to place objects in specific locations and display the correct grammatical structure: (location) (object) (person) (action)
- B. Standards: Display, Read, and Introduce:
 - I can give commands involving an object and location.
 - I can use my non-dominant hand to establish a reference.
 - I can use topicalization when naming an object or location.
- C. Essential Questions: Display, Read, Discuss:
 - How do I give commands involving an object and location in the target language?
 - How do I use my non-dominant hand to establish a reference?
 - How do I use topicalization when naming an object or location?

Step 2: Communicate success criteria:

- A. Students will learn to sign the following phrase: Action Involving Objects and Locations

(location)	(object)	(person)	(action)
TABLE	PENCIL	YOU	PUT-ON-table
WASTEBASKET	APPLE	YOU	PUT-IN-wastebasket
SHELF	BACKPACK	YOU	PUT-ON-shelf

Step 3: Build Commitment and Engagement:

- A. Perform an action and demonstrate how to sign the command using the word: PUT. Have students copy you as you sign the various examples:
Action: Put Book on Table T: TABLE, BOOK, YOU PUT-ON-table

	<p>S(all): copy Action: <i>Put Paper on Shelf</i> T: SHELF, PAPER, YOU PUT-ON-shelf S (all): copy</p>	
	<p>Step 4: Give students new information:</p> <p>A. When giving commands involving a location, follow this sequence:</p> <ul style="list-style-type: none"> ● name the location (raise brows) ● name the object (raise brows) ● indicate who (point to the person) ● give the command (to put the object in a specific place) <p>B. Raise brows when name a location and/or the object C. Modify the verb PUT to correspond to the action D. Use the non-dominant hand to establish a reference point</p>	
<p>WORK PERIOD Releasing students to do the work</p>	<p>Step 5: Guide students through practice using the new information - <i>Learning by Doing</i></p>	
	<p style="text-align: center;">Teacher Actions</p> <p>A. Give numerous commands for students to do the action. Have students put objects in different locations. Examples:</p> <ul style="list-style-type: none"> ● BOX, PENCIL, PUT-IN-box ● TABLE, PEN, PUT-ON-table <p>B. Place objects in different locations.</p>	<p style="text-align: center;">Student Actions</p> <p>A. Respond to teacher command by putting objects in the designated location.</p> <p>B. Practice giving commands of the objects placed by the teacher.</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 giving commands about objects and locations. B. Call on individual students to give you commands. C. Teacher will be sure students are:</p> <ol style="list-style-type: none"> a. raising brows when naming location and/or object b. using non-dominant hand to establish reference point c. following the correct grammatical structure 	
	<p>Step 7: Extend learning:</p> <p>A. Divide students into groups of four. Give each group three to four objects to use. B. Students take turns giving a command to the group following the structure on the board.</p>	
<p>Finish Early or Need Challenge</p>	<p>If a student finishes early or needs an extra challenge:</p> <p>A. Have students demonstrate giving two commands involving a location.</p>	

<p>OPENING Getting students ready to learn</p>	<p>Step 1: Communicate learning Intentions and determine readiness:</p> <ul style="list-style-type: none"> A. Greet students; have them greet each other and then give them a brief command (DESK/TABLE, PENCIL PUT-ON-desk/table) B. Ask and answer questions and recap key skills from previous lesson <p>Step 2: Communicate success criteria:</p> <ul style="list-style-type: none"> A. I can give basic directions around the classroom. B. I can follow simple directions around the classroom. <p>Step 3: Build Commitment and Engagement:</p> <ul style="list-style-type: none"> A. Ask students where something is located around the classroom: <ul style="list-style-type: none"> • PENCIL WHERE (wh-question) • HOME+WORK WHERE (wh-question) • BATHROOM WHERE (wh-question) • LIBRARY WHERE (wh-question) <p>Step 4: Give students new information:</p> <ul style="list-style-type: none"> A. After students point to the various questions of where things are located, explain that there are different structures depending on if the place is on the same floor, different floor, or different building.
<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 \(ASL 123\)](#)

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[Integrated and Open Interpreter Education – Simple Book Publishing](#)