

American Sign Language	Level - Year 1
UNIT5:	At Home
LESSON 1:	Telling Where One Lives
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.IP1D. Express like/dislike and agreement /disagreement.
- ASL1.IP1F. Ask for clarification.
- ASL1.IP1G. Give simple descriptions.
- ASL1.IP1H. Follow and give simple directions.
- 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.INT1A. Identify main ideas and some details, while viewing an ASL signed narrative.
- 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.P1B. Present personal narratives.
- ASL1.P1C. Demonstrate SLPI Novice + to Survival and ASLPI Level 1 to 1.5 proficiency expressive skills.
- 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.

Description:

In this lesson, students will ask and tell where one lives by using real world orientation to indicate where.

Essential Question(s):

- How do I tell where I live using the target language?
- How do I ask where someone lives?
- What is real world orientation and how is it used when telling where you live?

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 one's home.	I can engage in conversations and correspondence to provide and obtain information, express feelings and emotions, and exchange opinions related to one's home.	I can present information, concepts, and ideas to an audience of viewers on a variety of topics related to one's home.

CULTURES	
INVESTIGATE (Products and Practices)	INTERACT (Language and Behavior)
I can demonstrate an understanding of the relationship between the 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 one's home.
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 when discussing one's home.

CONNECTIONS	
I can reinforce and further one's 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 one's own language(s).	I can demonstrate an understanding of the nature of culture through comparisons of American Deaf Culture and one's own culture(s).

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
Telling Where One Lives: AREA, CITY, (Georgia Regional Signs) HERE, IX-loc, LIVE, NEAR Areas of City: DOWNTOWN, WATER (bodies), fs-PARK, fs-HILLS, MOUNTAINS, SHOPPING fs-MALL, DEAF-SCHOOL Compass Points: NORTH, SOUTH, EAST, WEST
EXTENDED VOCABULARY

FUNCTIONS/FORMS

Function (How to Use the Language)	Form (Language Structures)
<ul style="list-style-type: none"> Real World Orientation 	<ul style="list-style-type: none"> Point to the location of where places are located

Lesson - 1

<p>OPENING Getting students ready to learn</p>	<p>Step 1: Communicate learning Intentions and determine readiness</p> <p>A. Introduce the names of local cities where students live.</p> <p>B. Standards: Display, Read, and Introduce:</p> <ul style="list-style-type: none"> <i>I can produce gestures, handshapes, movements, facial expressions and pantomime.</i> <i>I can use sequenced information meaningfully.</i> <i>I can initiate, participate in, and close a brief exchange.</i> <p>C. Essential Questions: Display, Read, and Discuss:</p> <ul style="list-style-type: none"> How do I tell where I live using the target language? How do I ask where someone lives? What is real world orientation and how is it used when telling where you live?
	<p>Step 2: Communicate success criteria:</p> <p>A. Students will learn to sign the following dialogue:</p> <ul style="list-style-type: none"> Signer A: YOU LIVE WHERE Signer B: ME LIVE IX-loc “in direction of town” (or HERE) (name of city) Signer A: YOU LIVE CITY AREA WHERE Signer B: Tell which area Signer A: OH-I-SEE
	<p>Step 3: Build Commitment and Engagement:</p> <p>A. Write local cities on the board and introduce them by using real-world orientation.</p> <p>B. Explain that real-world orientation is by pointing to the name of the city/area of where it is located in relation to the classroom.</p> <p>C. Students will copy-sign the city names and explain why some cities have name signs and others are fingerspelled.</p> <p>D. Teacher will sign the following and point to the city:</p> <ul style="list-style-type: none"> I LIVE CITY NAME _____. I LIVE WHERE (wh-question) YOU LIVE CITY NAME WHAT (wh-question) <p>E. Teacher will give examples of each city to give options to the students. Teacher will sign: YOU LIVE CITY NAME (insert city name). (yes/no question)</p>
	<p>Step 4: Give students new information:</p> <p>A. After students have answered the yes/no question, ask students to use real-world orientation to show where their city is located in relation to the classroom.</p>
	<p>Step 5: Guide students through practice using the new information - Learning by Doing</p>

WORK PERIOD	Teacher Actions	Student Actions
Releasing students to do the work	<p>A. Teacher sign the following:</p> <ul style="list-style-type: none"> ● T: (point to city), HERE or IX-loc “in direction of the city” ● T: (point to city) WHERE (wh-question) <p>B. Continue for all cities on the board, introducing the signs (or fingerspelling) for each city.</p> <p>C. Conclude by drawing a circle around all the cities on the board and introducing the category sign CITY.</p>	<p>A. Students will copy-sign after the teacher.</p> <ul style="list-style-type: none"> ● S(all): (copy) <p>B. Students will respond:</p> <ul style="list-style-type: none"> ● S: HERE or IX-loc “in direction of the city”
CLOSING Helping students make sense of their learning	<p>Step 6: Showcase students’ learning:</p> <p>A. Recap lesson’s target of asking where someone lives. Have students respond to where they live by using real-world orientation (IX-loc).</p> <p>B. Students will practice with a partner by asking and responding where one lives.</p> <p>C. Teacher will watch how signs are produced and make corrections if needed.</p>	
	<p>Step 7: Extend learning:</p> <p>A. Students will practice using real world orientation for different cities.</p>	
Finish Early or Need Challenge	<p>If a student finishes early or needs an extra challenge</p> <p>A. Students can research other cities and how they are signed.</p>	

Transition to Lesson - 2		
OPENING Getting students ready to learn	<p>Step 1: Communicate learning Intentions and determine readiness:</p> <p>A. Greet students’ have them greet each other and then ask them where each student lives.</p> <p>B. Ask and answer questions and recap the previous lesson about real world orientation and how to express where one lives.</p> <p>Step 2: Communicate success criteria:</p> <p>A. <i>I can differentiate among statements, questions, and commands.</i></p> <p>B. <i>I can produce gestures, handshapes, movements, facial expressions, and pantomime.</i></p> <p>C. <i>I can ask questions and provide responses based on suggested topics.</i></p> <p>D. <i>I can initiate, participate in, and close a brief exchange.</i></p> <p>Step 3: Build Commitment and Engagement:</p> <p>A. Ask students if they live near a landmark: body of water, shopping fs-mall, school, park</p> <p>B. Introduce how to use areas/landmarks to tell if someone lives near.</p> <p>Step 4: Give students new information:</p> <p>A. Show images of different landmarks and point to each for students to copy-sign.</p> <p>B. Show compass points and how they are signed.</p> <p>C. Have students name both the city and the area they live.</p> <p>D. Continue until everyone has had a chance to sign where they live.</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 \(ASL 123\)](#)
[Lifeprint FYI: Permission rules regarding use of ASL University and/or Lifeprint.com material](#)
[Integrated and Open Interpreter Education – Simple Book Publishing](#)