American Sign Language  Level - Year 1

UNIT 5: 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 I 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

<table>
<thead>
<tr>
<th>INTERPRETIVE SIGNING</th>
<th>INTERPERSONAL SIGNING</th>
<th>PRESENTATIONAL SIGNING</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can comprehend and interpret live and recorded information in the target language on a variety of topics related to one’s home.</td>
<td>I can engage in conversations and correspondence to provide and obtain information, express feelings and emotions, and exchange opinions related to one’s home.</td>
<td>I can present information, concepts, and ideas to an audience of viewers on a variety of topics related to one’s home.</td>
</tr>
</tbody>
</table>

### CULTURES

<table>
<thead>
<tr>
<th>INVESTIGATE (Products and Practices)</th>
<th>INTERACT (Language and Behavior)</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can demonstrate an understanding of the relationship between the products and perspectives of American Deaf Culture.</td>
<td>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.</td>
</tr>
<tr>
<td>I can demonstrate an understanding of the relationship between the practices and perspectives of American Deaf Culture.</td>
<td>I can exchange simple information in the target language, utilizing cultural references where appropriate when discussing one’s home.</td>
</tr>
</tbody>
</table>

### 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
WHERE, ME, YOU

FUNCTIONS/FORMS

<table>
<thead>
<tr>
<th>Function (How to Use the Language)</th>
<th>Form (Language Structures)</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Real World Orientation</td>
<td>● Point to the location of where places are located</td>
</tr>
</tbody>
</table>

Lesson - 1

OPENING
Getting students ready to learn

Step 1: Communicate learning Intentions and determine readiness
A. Introduce the names of local cities where students live.
B. Standards: Display, Read, and Introduce:
   ● I can produce gestures, handshapes, movements, facial expressions and pantomime.
   ● I can use sequenced information meaningfully.
   ● I can initiate, participate in, and close a brief exchange.
C. Essential Questions: Display, Read, and Discuss:
   ● 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?

Step 2: Communicate success criteria:
A. Students will learn to sign the following dialogue:
   ● 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

Step 3: Build Commitment and Engagement:
A. Write local cities on the board and introduce them by using real-world orientation.
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.
C. Students will copy-sign the city names and explain why some cities have name signs and others are fingerspelled.
D. Teacher will sign the following and point to the city:
   ● I LIVE CITY NAME __________.
   ● I LIVE WHERE (wh-question)
   ● YOU LIVE CITY NAME WHAT (wh-question)
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)

Step 4: Give students new information:
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.

Step 5: Guide students through practice using the new information - Learning by Doing
<table>
<thead>
<tr>
<th>WORK PERIOD</th>
<th>Teacher Actions</th>
<th>Student Actions</th>
</tr>
</thead>
</table>
| Releasing students to do the work | A. Teacher sign the following:  
  ● T: (point to city), HERE or IX-loc “in direction of the city”  
  ● T: (point to city) WHERE (wh-question)  
B. Continue for all cities on the board, introducing the signs (or fingerspelling) for each city.  
C. Conclude by drawing a circle around all the cities on the board and introducing the category sign CITY. | A. Students will copy-sign after the teacher.  
  ● S(all): (copy)  
B. Students will respond:  
  ● S: HERE or IX-loc “in direction of the city” |

| CLOSING | Step 6: Showcase students’ learning: |  
| Helping students make sense of their learning | A. Recap lesson’s target of asking where someone lives. Have students respond to where they live by using real-world orientation (IX-loc).  
B. Students will practice with a partner by asking and responding where one lives.  
C. Teacher will watch how signs are produced and make corrections if needed. |  
| Step 7: Extend learning: | A. Students will practice using real world orientation for different cities. |

| Finish Early or Need Challenge | If a student finishes early or needs an extra challenge |  
| | A. Students can research other cities and how they are signed. |

| OPENING | Step 1: Communicate learning Intentions and determine readiness: |  
| Getting students ready to learn | A. Greet students’ have them greet each other and then ask them where each student lives.  
B. Ask and answer questions and recap the previous lesson about real world orientation and how to express where one lives. |  
| Step 2: Communicate success criteria: | A. I can differentiate among statements, questions, and commands.  
B. I can produce gestures, handshapes, movements, facial expressions, and pantomime.  
C. I can ask questions and provide responses based on suggested topics.  
D. I can initiate, participate in, and close a brief exchange. |  
| Step 3: Build Commitment and Engagement: | A. Ask students if they live near a landmark: body of water, shopping fs-mall, school, park  
B. Introduce how to use areas/landmarks to tell if someone lives near. |  
| Step 4: Give students new information: | A. Show images of different landmarks and point to each for students to copy-sign.  
B. Show compass points and how they are signed.  
C. Have students name both the city and the area they live.  
D. Continue until everyone has had a chance to sign where they live. |
<table>
<thead>
<tr>
<th>WORK PERIOD</th>
<th>Releasing students to do the work</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLOSING</td>
<td>Helping students make sense of their learning</td>
</tr>
<tr>
<td>Finish Early or Need Challenge</td>
<td></td>
</tr>
</tbody>
</table>

**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*