

American Sign Language	Level - Year 1
UNIT 6:	My Everyday Activities
LESSON 1:	Asking When

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.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.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.

Description:

In this lesson, students will describe when (days, hours, minutes, clock time, years) activities occur.

Essential Question(s):

- How do I ask what a person did/will do on a certain day?
- What is the word order when using a time sign?

Learning Targets

COMMUNICATION

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

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

CONNECTIONS	
I can reinforce and future their 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 understanding of the nature of language through comparisons of ASL and my own languages.	I can demonstrate understanding of the nature of culture through comparisons of American Deaf Culture and my own.

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

ESSENTIAL VOCABULARY	
Telling When: (2h) DO++, WHEN, TODAY, YESTERDAY, TOMORROW, IN-PAST, FUTURE, MONDAY, TUESDAY, WEDNESDAY, THURSDAY, FRIDAY, SATURDAY, SUNDAY Actions: GO-TO, LEAVE-FOR	

FUNCTIONS/FORMS	
Function (How to Use the Language)	Form (Language Structures)
<ul style="list-style-type: none"> Establish Tense Word Order using Topicalization 	<ul style="list-style-type: none"> Establish Tense (body line and use of space); Time+Location+Object+Subject+Verb Time+Location+Topic+Comment

Lesson - 1	
OPENING Getting students	Step 1: Communicate learning Intentions and determine readiness A. Explain the process of establishing tense and the correct word order when using “time” signs.

ready to learn	<p>B. Standards: Display, Read, and Introduce:</p> <ul style="list-style-type: none"> ● I can identify word order with time signs. ● I can ask what someone did or will do on a certain day. <p>C. Essential Questions: Display, Read, Discuss:</p> <ul style="list-style-type: none"> ● How do I ask what a person did/will do on a certain day? ● What is the word order when using time? 				
	<p>Step 2: Communicate success criteria:</p> <ul style="list-style-type: none"> A. Students will ask when another student did/will do it on a certain day. B. Students will use the correct word order when asking what someone did/will do on a certain day. 				
	<p>Step 3: Build Commitment and Engagement</p> <ul style="list-style-type: none"> A. Draw a calendar on the board using current days. Point to the dates for today, yesterday, tomorrow. Point to one of the dates and ask: T: (point to a random date on the calendar) “what” S: TODAY/YESTERDAY/TOMORROW B. Point to days of the week and show the signs for the days of the week while students copy-sign. 				
	<p>Step 4: Give students new information</p> <ul style="list-style-type: none"> A. Using the same calendar and displaying an image of some activities to sign in this word order: <ol style="list-style-type: none"> 1. when (day) 2. who 3. did what (activity) B. Point to “yesterday” and picture of woman cooking and sign the following: <ol style="list-style-type: none"> 1. YESTERDAY (when) 2. WOMAN (who) 3. COOK (activity) C. Point to “today” and picture of man going to work and sign the following: <ol style="list-style-type: none"> 1. TODAY (when) 2. MAN (who) 3. WORK GO-TO (activity) 				
	<p>Step 5: Guide students through practice using the new information - Learning by Doing</p> <table border="1" data-bbox="290 1320 1537 1742"> <thead> <tr> <th data-bbox="290 1320 910 1453">Teacher Actions</th><th data-bbox="910 1320 1537 1453">Student Actions</th></tr> </thead> <tbody> <tr> <td data-bbox="290 1453 910 1742"> <ul style="list-style-type: none"> A. Point “today”, an image of a man teaching, and ask what he is doing. B. Continue pointing to a date and images to have students respond in the correct word order. C. Add signs for PAST+SUNDAY or FUTURE-SUNDAY, etc. </td><td data-bbox="910 1453 1537 1742"> <ul style="list-style-type: none"> A. Respond with the following sequence: <ol style="list-style-type: none"> 1. TODAY (when) 2. MAN (who) 3. TEACH (activity) B. Respond using the correct word order. C. Copy-sign the different dates. </td></tr> </tbody> </table>	Teacher Actions	Student Actions	<ul style="list-style-type: none"> A. Point “today”, an image of a man teaching, and ask what he is doing. B. Continue pointing to a date and images to have students respond in the correct word order. C. Add signs for PAST+SUNDAY or FUTURE-SUNDAY, etc. 	<ul style="list-style-type: none"> A. Respond with the following sequence: <ol style="list-style-type: none"> 1. TODAY (when) 2. MAN (who) 3. TEACH (activity) B. Respond using the correct word order. C. Copy-sign the different dates.
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CLOSING Helping students make sense of	<p>Step 6: Showcase students' learning</p> <ul style="list-style-type: none"> A. Recap lesson's target of using the correct word order when discussing activities using time. B. Call on individual students to come point to the calendar and an activity. C. Class responds with correct word order. 				

their learning	Step 7: Extend learning <ul style="list-style-type: none"> A. Students add other activities that they do outside of school. Add those to the activities images and show the signs for those. B. Ask students when they do or will do that activity.
Finish Early or Need Challenge	If a student finishes early or needs an extra challenge <ul style="list-style-type: none"> A. Given a calendar, students will write a variety of activities (on various days) to practice signing when someone does or will do an activity.

Transition to Lesson - 2	
OPENING Getting students ready to learn	<p>Step 1: Communicate learning Intentions and determine readiness:</p> <ul style="list-style-type: none"> A. Greet students and have them greet each other. Show the calendar from the prior lesson and start by reviewing days of the week. B. Ask and answer questions and recap key skills from the previous lesson. <p>Step 2: Communicate success criteria:</p> <ul style="list-style-type: none"> A. I can ask what some did or will do on a certain day. I can sequence activities involving time signs. <p>Step 3: Build Commitment and Engagement:</p> <ul style="list-style-type: none"> A. Ask students what they did yesterday. B. Ask what students will do today and/or tomorrow. C. Point to different dates and ask what they did or will do on that particular day. <p>Step 4: Give students new information:</p> <ul style="list-style-type: none"> A. Students will practice asking (2h)#DO++ questions and word order with time signs.
WORK PERIOD Releasing students to do the work	
CLOSING Helping students make sense of their learning	
Finish Early or Need Challenge	

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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