

# American Sign Language – Year 1

## UNIT 6 PLAN: My Everyday Activities



### Description:

For this unit, students will **compare and contrast their everyday activities** with those within the Deaf-World. Students will describe **when (days, hours, minutes, clock time, telling the years, number of years)** they complete activities, their **leisure activities, activities they do with others**, and how they **get to and from places**. Students will also discover how to **establish tense (conjugate verbs)** and **sequence activities** in ASL.

### 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.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 and 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.P2A.** Demonstrate SLPI Novice + to Survival and ASLPI Level I to 1.5 proficiency skills in presenting rehearsed material.
- ASL1.P2B.** Demonstrate comprehension of rehearsed material.
- ASL1.CU1C.** Describe customs and traditions of the culture, such as greetings, celebrations, and courtesies.
- 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.
- ASL1.CCC2A.** Compare patterns of behavior and interaction in the students' own culture with those of the target culture.
- ASL1.CCC2B.** Demonstrate an awareness of elements of the students' own culture.
- ASL1.CCC3B.** Recognize basic sign parameters and inflectional patterns.
- ASL1.CCC4A.** Give information about current events of target cultures.
- ASL1.CCC4B.** Understand the impact of current events of the target culture.

### Targeted Proficiency Range

**Interpersonal:** SLPI Novice + to Survival and 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.

### Essential Question(s):

How do my everyday activities compare to those of the Deaf-World?  
 What are common leisure activities in the Deaf-World?

### 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	COMPARISONS	COMMUNITIES
I can reinforce and further their knowledge of other disciplines through ASL.	I can demonstrate understanding of the nature of language through comparisons of ASL and my own languages.	I can use ASL within and beyond the school setting.

I can acquire information and recognize the distinctive viewpoints that are only available through ASL and the American Deaf Culture.	I can demonstrate understanding of the nature of culture through comparisons of American Deaf Culture and my own.	I can show evidence of becoming a lifelong learner by using ASL for personal enjoyment and enrichment.
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<b>CULTURAL CONTEXT</b> <b>Deaf-Friendly Activities</b>	Deaf Clubs, Deaf Socials, De'VIA, Deaflympics, Deaf Camp, CODA Camp
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**ESSENTIAL VOCABULARY**

Telling When	Leisure Activities	Activities with Others	Getting to Places
<b>Basic Time Signs</b> ALL-DAY ALL-NIGHT DAY EVENING,NIGHT FRIDAY IN-FUTURE IN-PAST MONDAY MONTH MORNING NOON SATURDAY SUNDAY THURSDAY TODAY/NOW TOMORROW TUESDAY WEDNESDAY WEEK WEEK+END WHEN YEAR YESTERDAY  <b>Months of the Year</b> <i>fingerspelled in full</i> <i>March-July, SEPT, rest</i> <i>are the first three letters</i>  <b>Seasons</b> AUTUMN SPRING	<b>Activities</b> (2h)DO++ BICYCLING BOWLING CAMPING COOKING DANCE++ EXERCISE FISHING HOUSE + CLEAN KNITTING MOVIE+WATCH PAINTING PHONE+CHATTING PICTURE+CAMERA PLAY+GAME PLAY+WITH+ ____ RUN++ SEWING SHOPPING STAY + HOME + (activity) TRAVEL #TV+WATCH WALK  <b>Preferences</b> DETEST/VOMIT FAVORITE LIKE  <b>Comments</b> #FUN	<b>Plural Pronouns</b> US-TWO US-THREE US-FOUR US-FIVE US-ALL  <b>Places</b> AMUSEMENT PARK fs-BEACH BIRTHDAY+PARTY CELEBRATE (person) POSS-their HOUSE MUSEUM  <b>Activity</b> ADOPT+HOST DANCE EAT MUSIC + LISTEN PLAY++ PLAY-POOL RIDE+IN LCL:B “up and down ride” SHOPPING SIGHTSEEING SKIING SWIMMING SUNBATHING VISIT WATCH + (sport)	<b>Lengths of Time</b> HOUR (1-9)-HOUR (10 and over)+HOUR MINUTE (1-9)-MINUTE 10 and over + MINUTE HOW-MANY + hr/min TIME (wh-face)?  <b>Transportation</b> BICYCLE #BUS CAR MOTORCYCLE SUBWAY TRAIN  <b>Verbs</b> RIDE-IN RIDE-IN+WITH WALK  <b>Places</b> CLASS HOME SCHOOL WORK  <b>Spatial Agreement Verbs</b> COME-here COME-TO

SUMMER WINTER	ENJOY NICE	<b>Occasions</b> BIRTHDAY CELEBRATION CHRISTMAS FAMILY “gathering” GRADUATION HOLIDAY, VACATION WEDDING	GO-TO LEAVE-FOR  <b>Beginning-end verb pairs</b> ARRIVE-TO FINISH GET-IN-BED GET-UP LEAVE-FROM START
<b>Frequency Phrases</b> ALWAYS EVERYDAY NEVER ONCE/TWICE/THRICE+ ___ SOMETIMES YEAR+1-IN-FUTURE++ YEAR+2-IN-FUTURE++	<b>Daily Routine</b> BRUSH-TEETH GET-DRESSED SHOWER TAKE-BATH TAP-SHOULDER (get up)		

**EXTENDED VOCABULARY**

Student/Teacher Choice based on additional leisure activities done by students.  
 More Specialized vocabulary related to De’VIA and/or the Deaflympics.  
 More Holiday Vocabulary based on what students celebrate

**FUNCTIONS (How to use the language) / FORMS (Language Structures)**

Function	Form
<ul style="list-style-type: none"> <li>Establish Tense</li> <li>Spatial Agreement</li> <li>Sequencing Activities</li> <li>Giving Times</li> <li>Telling the Year</li> <li>Key Phrases</li> </ul>	<ul style="list-style-type: none"> <li>Establish Tense (body line and use of space); Time + Location + Object + Subject + Verb OR Time + Location + Topic + Comment</li> <li>GO-TO, COME-HERE</li> <li>Use FINISH to go from one activity to the next</li> <li>Time Patterns (Minutes, Hours, and Clock - Telling the Time)</li> <li>Telling the Year Patterns (i.e. 17/76, 2000 - 2009, 10-15,20, 1907)</li> <li>YOU (activity) WHEN?</li> <li>(activity) TIME</li> <li>(day) YOU #DO++</li> <li>(specific time) (who) DO++</li> <li>YOU activity EVERYDAY</li> <li>HOW-MANY MINUTE or HOW-MANY HOUR?</li> <li>YOU city/area-COME-TO-here/GO-TO (location), HOW?</li> <li>city/area-COME-TO-here/GO-TO (location), HOW-MANY MINUTE?</li> </ul>

**Suggested Assessment:**

DIAGNOSTIC:	FORMATIVE:	SUMMATIVE:
Students will be given a pre-test to gauge knowledge, skills, strengths, and weaknesses beforehand.	Formative assessments will be given throughout the unit to assess students’ understanding throughout the learning process to help teachers adjust their strategies accordingly, i.e. immediate feedback, formal vs. informal questions, exit tickets, etc.	A unit test will be administered to evaluate student learning at the end of the instructional unit.

## 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](#)