

American Sign Language	Level - Year 2
UNIT 2:	Identifying Others
LESSON 1:	Identify a Person
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 2 proficiency.	

Georgia Standards/Skills In Focus

<input type="checkbox"/> ASL2.IP1D. Give descriptions.
<input type="checkbox"/> ASL2.IP1F. Ask questions and provide responses based on topics such as self, others, and immediate environment.
<input type="checkbox"/> ASL2.IP2A. Initiate, participate in, and close an exchange.
<input type="checkbox"/> ASL2.IP2B. Use simple paraphrasing to convey and comprehend messages.
<input type="checkbox"/> ASL2.IP2C. Use non-manual aspects of ASL to convey and comprehend messages.
<input type="checkbox"/> ASL2.IP2D. Demonstrate SLPI Survival to Survival+ or ASLPI Level 1.0 to 2.0 Proficiency in target language exchanges.
<input type="checkbox"/> ASL2.INT1A. Identify main ideas and essential details while viewing an ASL signed narrative.
<input type="checkbox"/> ASL2.INT1D. Demonstrate SLPI Survival to Survival+ or ASLPI Level 1.0 to 2.0 Proficiency receptive skills.
<input type="checkbox"/> ASL2.INT2A. Differentiate among statements, questions, and commands.
<input type="checkbox"/> ASL2.INT2B. Comprehend basic non-manual markers.
<input type="checkbox"/> ASL2.P1C. Demonstrate SLPI Survival to Survival+ or ASLPI Level 1.0 to 2.0 Proficiency expressive skills.
<input type="checkbox"/> ASL2.P2A. Demonstrate SLPI Survival to Survival+ or ASLPI Level 1.0 to 2.0 Proficiency sign production skills of rehearsed and unrehearsed materials.
<input type="checkbox"/> ASL2.CU1B. Identify patterns of behavior typically associated with Deaf culture.
<input type="checkbox"/> ASL2.CCC2A. Compare and contrast social conventions of the target culture with the student(s)' own culture.
<input type="checkbox"/> ASL2.CCC3A. Compare vocabulary usage and structural patterns of the target language with English.

Description:

In this lesson, students will learn how to identify people that are present in the room.

Essential Question(s):

How do I identify a person by body position, appearance, and/or clothing?
 How can I use classifiers to identify a person?

Learning Targets

COMMUNICATION		
INTERPRETIVE SIGNING	INTERPERSONAL SIGNING	PRESENTATIONAL SIGNING

I can interact and negotiate meaning in signed conversations to share information, reactions, feelings and opinions to describe others.	I can understand, interpret, and analyze what is viewed related to descriptions of others.	I can present information, concepts, and ideas to inform, explain, persuade, and narrate using appropriate media and adapting to various audiences of viewers, related to descriptions of others.
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CULTURES

INVESTIGATE (Products and Practices)	INTERACT (Language and Behavior)
I can use the language to investigate, explain, and reflect on the relationship of the American Deaf Culture.	I can exchange simple information in signed language, utilizing cultural references where appropriate to function in the American Deaf-World
I can use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the American Deaf Culture.	I can demonstrate skills necessary to initiate, sustain and close exchanges in signed language to function in the American Deaf-World.

CONNECTIONS

I can build, reinforce, and expand my knowledge of the history of ASL, Deaf Education, and the nuances of the American Deaf-World while using signed language to develop critical thinking and to solve problems creatively.	I can access and evaluate information and diverse perspectives that are available through signed language and the American Deaf Culture.
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COMPARISONS

I can use signed language to investigate, explain, and reflect on the nature of language through comparisons of ASL and my own.	I can demonstrate understanding of the nature of culture through comparisons of American Deaf Culture and my own.
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COMMUNITIES

I can use signed language both within and beyond the classroom to interact and collaborate in my community and the globalized world.	I can set goals and reflect on my progress in using signed language for enjoyment, enrichment, and advancement.
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ESSENTIAL VOCABULARY

Identify Person: SEE + (person)
 Gender: BOY, GIRL, MAN, PERSON, WOMAN
 Colors: WHITE, BLACK, RED, BLUE, ORANGE, COLORS, BROWN, GREEN, PURPLE, PINK, GRAY
 Body Positions: BPCL “leg positions”
 Height: TALL, MEDIUM, SHORT

FUNCTIONS/FORMS

Function (How to Use the Language)	Form (Language Structures)
<ul style="list-style-type: none"> Identifying People who are Present 	<ul style="list-style-type: none"> Gender+action/appearance/body position/clothing (description)

Lesson - 1

OPENING Getting students ready to learn	Step 1: Communicate learning Intentions and determine readiness <ul style="list-style-type: none"> A. Greet students; have them greet each other and then give them instruction by asking them to lipread. B. Ask students what they were able to understand from the lip-reading. 	
	Step 2: Communicate success criteria: <ul style="list-style-type: none"> A. I can identify people and things that are present. 	
	Step 3: Build Commitment and Engagement <ul style="list-style-type: none"> A. Describe someone and their body position, appearance, and/or clothing. B. Have students guess the person being described. C. Continue describing others for students to guess who is being described. 	
	Step 4: Give students new information <ul style="list-style-type: none"> A. Explain that when giving descriptions about someone in the room, you need to describe something that helps the listener to locate the person quickly. Identify a person by describing one or two of the these: <ul style="list-style-type: none"> a. Body Position b. Appearance c. Clothing B. Present an image of someone using BCL: Body Classifiers to show body position: <ul style="list-style-type: none"> a. BCL “hands folded” b. BCL “hands and arms stacked” c. BCL “head resting on one hand” d. BCL “head resting on both hands” e. BCL “hands behind head” f. BCL “crossed arms” C. Present an image of someone using BPCL’s: Body-Part Classifiers (classifiers to describe a person’s leg position) <ul style="list-style-type: none"> a. BPCL “sitting with legs crossed” b. BPCL “sitting with legs outstretched” c. BPCL “lotus sitting position” d. BPCL “sitting with one foot tucked under the other leg” e. BPCL “sitting with foot over knee” f. BPCL “sitting with legs wide apart” 	
WORK PERIOD Releasing students to do the work	Step 5: Guide students through practice using the new information - Learning by Doing	
	Teacher Actions	Student Actions
	<ul style="list-style-type: none"> A. Point to one person in the room and ask students to describe the person by body position (BCL) alone. B. Point to another person and ask which body-part classifier (BPCL) can be used to describe that person. 	<ul style="list-style-type: none"> A. Students will describe using the correct classifier for body position. B. Describe that person using correct BPCL. C. Students will add gender to the beginning of each description.

	C. Have students add gender at the beginning of each description.	
CLOSING Helping students make sense of their learning	Step 6: Showcase students' learning	
	<ul style="list-style-type: none"> A. Recap lesson's target of identifying a person using classifiers for body position and body-part leg position. Remind students that the correct word order is SEE, person/gender, BCL, and/or BPCL. B. Explain that we will be learning more about descriptive signs for clothing later to describe someone in more detail. 	
	Step 7: Extend learning	
	<ul style="list-style-type: none"> A. Show students random pictures of people sitting in various positions. B. Students can practice signing a description using classifiers. 	
Finish Early or Need Challenge	If a student finishes early or needs an extra challenge	
	<ul style="list-style-type: none"> A. Have students work with a partner and move their body into different sitting positions. B. One person will sit in a different position while the other one signs a description. 	

Transition to Lesson - 2		
OPENING Getting students ready to learn	Step 1: Communicate learning Intentions and determine readiness: <ul style="list-style-type: none"> A. Greet students; have them greet one another. Give a description of someone in the room for students to identify. B. Ask/answer questions to recap key skills from the previous lesson. Step 2: Communicate success criteria: <ul style="list-style-type: none"> A. I can identify a person by their overall appearance. B. I can give details to clothing including style, design, and color. Step 3: Build Commitment and Engagement: <ul style="list-style-type: none"> A. Point to someone in the room and identify them using BCLs and BPCLs. B. Add more descriptive details to the same person (hair style, clothing, height, etc.) Step 4: Give students new information: <ul style="list-style-type: none"> A. Discuss other ways to describe someone present. B. Show signs for height, body type, hair style, and clothing patterns. 	
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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