

American Sign Language Level 2 Unit 2 Identifying Others

“At A Glance”

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Can-Do Statements	I can identify people who are present.	I can identify people who are present by their overall appearance.	I can fingerspell clothing-related words.	I can describe personal items.	I can produce numbers 1-100.
Proficiency Level 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.				
Language Forms & Functions	Identifying people who are present	Identifying others by their overall appearance.	Fingerspelling clothing-related signs.	Describe an item and tell what kind of material it is made of.	Produce numbers 1-100.
Transition / Opening <i>(Insert hyperlinks where possible)</i>	Describe someone and their body position, appearance, and/or clothing. Students will identify who is being described in the classroom.	Describe someone’s appearance (can use images presented).	Start with fingerspelling a variety of clothing-related words and see how much is understood.	Point to a top/coat and describe it by naming the item, neckline and sleeve length, pattern, and other details.	Start with counting a few objects and review the signs from 1-100 (small addition flashcards can be a review game as a starter).
Input / Mini-Lesson <i>(Insert hyperlinks where possible)</i>	Explain the process of identifying a person by using one of these: Body position, appearance, clothing.	Introduce vocabulary to describe someone’s body type, appearance: head and face, hair, clothing: patterns, colors.	Students will review correct hand positions and movements to use when fingerspelling clothing-related words	Explain the sequence for describing tops/coats, bags, and eyeglasses, hats and scarves. Mention classifiers and how they can be used to give sleeve lengths, necklines, and other details.	Explain the importance of producing numbers 1-100 with correct form and movement.
Work Period					

Interpretive Activities / Tasks <i>(Insert hyperlinks where possible)</i>	Interacting and negotiating meaning in signed conversations to describe others.	Show students images of a variety of people and start with their physical appearance. Move to hair styles and finish with clothing.	Fingerspell the words correctly and comprehend the words in context.	Show an image of a clothing item. Have students use the sequence to describe what it looks like.	Use this to randomly show numbers for students to sign the correct number.
Interpersonal Activities / Tasks <i>(Insert hyperlinks where possible)</i>	Understand, interpret, and analyze what is viewed related to descriptions of others.	Students will describe new images using at least 3 descriptions for each.	Given a word list, students will practice the correct form.	Students pair up and take turns describing tops to each other.	Students can use this website to practice their receptive numbers.
Presentational Activities / Tasks <i>(Insert hyperlinks where possible)</i>	Present information, concepts, and ideas to inform, explain, persuade, and narrate using appropriate media and adapting to various audiences of viewers, related to description of others.	Present information about the variety of images to the class or to assigned partners.	Spell a word from the list and have students write or say what is fingerspelled. Add sentences and have students identify the fingerspelled word.	Follow sequence to describe item. Ask/tell what it is made of.	Put students in groups of four and take turns thinking of a number and having the rest of the group guess the number.
Closing / Formative / Self-Assessment <i>(Insert hyperlinks where possible)</i>	Recap the lesson's target of identifying a person using classifiers for body position, and body-part leg position.	Recap the lesson's target by using more details to describe someone's physical appearance.	Recap the importance of form when fingerspelling clothing-related words.	Recap the sequence when describing personal items.	Remind students that practice is key to increase fluency in producing numbers 1-100.