

American Sign Language Level 2 Unit 3 Personal Descriptions

“At A Glance”

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Can-Do Statements	I can give opinions about someone’s tendencies. I can explain temporal aspect and how it is used when discussing tendencies.	I can compare tendencies with others.	I can give opinions about personal qualities.	I can compare two people’s personal qualities.	I can discuss one’s knowledge and expertise in hypothetical situations.
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	Give opinions about tendencies	Contrastive Structure to compare/contrast other’s tendencies.	Attributive and predicative adjectives to describe one’s personal qualities.	Conditional clause and contrastive structure	Comparing knowledge about different subjects.
Transition / Opening <i>(Insert hyperlinks where possible)</i>	Tell about your own tendency and ask if students have the same or opposite tendency.	Practice tendencies using temporal aspects.	Describe a situation and give an opinion to support the situation.	Compare two people’s personal qualities. Ask “which” person is being described.	Give hypothetical situations
Input / Mini-Lesson <i>(Insert hyperlinks where possible)</i>	Explain the meaning of temporal aspect and when a sign is repeated it changes the meaning to “always”. The sign for TIME, repeated (with added facial expressions) becomes PUNCTUAL. Show new vocabulary and opposites for students	Demonstrate new dialogue by asking two students when they go to an event, do they tend to be quiet, shy, bashful or friendly, chatty, and meet a lot of people? Compare two students answers.	Introduce the differences between attributive adjectives and predicative adjectives to describe one’s personal qualities. Present signs for different dispositions.	Explain that interviews are much like how we compare two people’s personal qualities. Give examples of two candidates for a job and compare them. Ask which one would be a better candidate for the position.	Compare a person’s knowledge of a subject matter to your own. Tell about an activity that you have become skilled at. Describe an unusual skill/ability you possess.

	to copy-sign each one.				
Work Period					
Interpretive Activities / Tasks (<i>Insert hyperlinks where possible</i>)	Sign one of the new vocabulary words related to tendencies and ask students to identify the opposites.	Have the class rehearse the dialogue but change the event and tendencies.	Use situation to introduce each of these signs (predicative adjectives) for students to identify the word.	Students will watch signed interviews and identify the words that describe personal qualities.	Students will practice the target vocabulary to describe one's knowledge and abilities.
Interpersonal Activities / Tasks (<i>Insert hyperlinks where possible</i>)	Ask students if they TEND-TO (insert the new vocabulary here).	Students practice using temporal aspect to describe tendency, integrate facial expressions with the sign, and use SAME-AS without using verb agreement (orienting sign to agree with the person).	Students practice describing others' personal qualities.	Students will interview a partner using ASL-only.	Describe situations for students to pick the sign that most appropriately describes the person in the situation.
Presentational Activities / Tasks (<i>Insert hyperlinks where possible</i>)	Present information about tendencies.	Compare a variety of adjectives and which sign would be best to use for describing each term.	Students work in groups and assign each student a personal quality. Students come up with a scenario that would require the use of this new word.	Students will compare with other partners what qualities he/she has.	Students will compare a person's knowledge of a subject matter to their own. Have students give examples for knowledge that are really skills.
Closing / Formative / Self-Assessment (<i>Insert hyperlinks where possible</i>)	Recap by asking what temporal aspect means and how it is used to explain someone's tendencies.	Recap by having students sign their tendency and asking others if they have the same tendencies or different.	Recap the lesson by explaining the difference of attributive and predicative adjectives.	Recap the lesson and use "WHICH" to ask which person has a particular personal quality.	Recap the lesson and the goal of comparing someone's knowledge with others.

