

American Sign Language	Level - Year 2
UNIT 4:	My Neighborhood
LESSON 1:	Discussing Neighborhoods
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.IP1A. Express needs and preferences.
<input type="checkbox"/> ASL2.IP1D. Give descriptions.
<input type="checkbox"/> ASL2.IP1E. Give and follow directions and instructions.
<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.P1A. Retell main ideas and essential details from level-appropriate ASL materials.
<input type="checkbox"/> ASL2.P1B. Give brief, organized signed presentations, using visual and technological support as appropriate.
<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.P2B. Demonstrate comprehension of material.
<input type="checkbox"/> ASL2.CCC3A. Compare vocabulary usage and structural patterns of the target language with English.
<input type="checkbox"/> ASL2.CCC3B. Use level-appropriate idiomatic expressions and slang in the target language.

Description:

In this lesson, students will learn neighborhood vocabulary to follow a narrative outline.

Essential Question(s):

How do I tell where I live?
 How do I tell what the neighborhood is like and what is next to my residence?
 How do I tell what I like and dislike about my area?

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 related to places in my neighborhood.	I can understand, interpret, and analyze what is viewed related to places in my neighborhood.	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 places in my neighborhood.

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.

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.

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.

ESSENTIAL VOCABULARY

Discussing Neighborhoods: BUSINESS+AREA, COUNTRY+AREA, DOWNTOWN+AREA, fs HILLS, DCL “rolling hills”, FARM+AREA, HOME+AREA (residential), MACHINE+AREA (industrial area)
Neighborhoods: fs-APT, CHANGE++, CHEAP, fs-CONDO, DIFFERENT, DIVERSE, EXPENSIVE, HOME AREA NEW++, OME AREA OLD++, fs-LOFT, PRETTY
Noise, Safety, and Activity Levels: BORING, CLEAN, DANGEROUS, DIRTY, ECL “empty streets”, MANY + #DO-circle, NOISY, QUIET, fs-SAFE, SMELL+STINK, TRAFFIC

Extended Vocabulary

Age of residence: OLD++, NEW++
Time at residence: UP-TILL-NOW

FUNCTIONS/FORMS

Function (How to Use the Language)	Form (Language Structures)
Key Phrases and Rhetorical Questions	UP-TILL-NOW (number)-YEAR (or month) AREA FACE+SAME-AS WHAT NEAR IX-dir (place) NEAR IX-loc (place) (number) BLOCK-AWAY IX-loc (place) (number) fs-MILE(S) IX-dir (place) ME LIKE AREA WHY ME NOT+LIKE ARE WHY

Lesson - 1

OPENING Getting students ready to learn	Step 1: Communicate learning Intentions and determine readiness A. Greet students; have them greet each other. B. Standards: Display, Read, and Introduce: <ul style="list-style-type: none">I can tell where I live.I can tell what the neighborhood is like and what is next to my residence.I can tell what I like and dislike about my area. C. Essential Questions: Display, Read, Discuss: <ul style="list-style-type: none">How do I tell where I live?How do I tell what the neighborhood is like and what is next to my residence?How do I tell what I like and dislike about my area?
	Step 2: Communicate success criteria: A. Students will sign the following narrative: <ol style="list-style-type: none">Tell where one lives<ol style="list-style-type: none">kind of residence, and what city or districtfor how long and with whomTell what neighborhood is like<ol style="list-style-type: none">type of neighborhood/areawhat is nearby and convenientwho lives in the neighborhood?Tell what is next to residenceTell what you like and don't like about area

	Step 3: Build Commitment and Engagement A. Tell students that we will be telling about the type of neighborhood they live B. Ask the rhetorical question: MY HOME “area” FACE+SAME-AS “what”	
	Step 4: Give students new information a. Present an image of a neighborhood and point to various places on the image. b. Introduce signs and phrases for neighborhood types and areas. c.	
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
	A. Have student’s copy-sign new vocabulary words for areas: DOWNTOWN “area”, MACHINE “area”, HOME “area”, BUSINESS “area”, fs-APT, fs-CONDO, COUNTRY “area”, FARM “area”, fs-HILLS DCL “rolling hills” B. Show types of neighborhoods: fs-APT, fs-LOFT, fs-CONDO, HOME “area” NEW++, HOME “area” OLD++	A. Students copy-sign the new vocabulary words. B. Students copy-sign the new vocabulary for types of neighborhoods.
CLOSING Helping students make sense of their learning	Step 6: Showcase students’ learning A. Ask students what type of area lives/ B. Ask students what type of neighborhood and if it is new or old.	
	Step 7: Extend learning A. Give copies of the narrative for students to fill in their own information regarding their neighborhood. B. Explain that we will be discussing more descriptions in the coming lessons.	
Finish Early or Need Challenge	If a student finishes early or needs an extra challenge A. Students write down what is located near their neighborhood. Can be a landmark, store, school, etc.	

Transition to Lesson - 2	
OPENING Getting students ready to learn	Step 1: Communicate learning Intentions and determine readiness: A. Greet students; have them greet each other and ask them what area they live. B. Ask and answer questions and recap key skills from the previous lesson. Step 2: Communicate success criteria: A. I can introduce signs for what’s nearby and convenient in the neighborhood: SWIM fs-POOL, FARM+fs-MARKET, HORSE fs-TRAIL, BASEBALL FIELD, ART fs-STUDIO, FREEWAY. Step 3: Build Commitment and Engagement: A. Ask students what type of area they live. B. Ask the rhetorical question: YOU NEAR IX-ri (place) and NEAR IX-loc (place) Step 4: Give students new information:

	<p>A. Respond to rhetorical questions by describing what is nearby.</p> <p>B. Have students copy-sign the words for what is nearby and convenient in the neighborhood.</p>
<p>WORK PERIOD Releasing students to do the work</p>	
<p>CLOSING Helping students make sense of their learning</p>	
<p>Finish Early or Need Challenge</p>	

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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