

# American Sign Language Level 2 Unit 4 My Neighborhood

## “At A Glance”

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
<b>Can-Do Statements</b>	I can tell where I live.	I can sign what is near or convenient to my neighborhood.	I can sign about what I like or dislike about the area I live.	I can sign about types of businesses in my neighborhood.	I can narrate about my neighborhood.
<b>Proficiency Level Range</b>	<b>Interpersonal:</b> SLPI Novice + to Survival or ASLPI Level 1 to 2 proficiency <b>Interpretive:</b> SLPI Novice + to Survival and ASLPI Level 1 to 2 proficiency <b>Presentational:</b> SLPI Novice + to Survival and ASLPI Level 1 to 2 proficiency.				
<b>Language Forms &amp; Functions</b>	Rhetorical questions	Locatives	Negation and Rhetorical Questions	Names and Types of Businesses	Rhetorical questions and Locatives
<b>Transition / Opening</b> <i>(Insert hyperlinks where possible)</i>	Show the neighborhood narrative and tell students they will be signing the narrative with their own information.	Ask students what type of area they live.	Ask students what they like about their area or give examples of your own. Then ask what they dislike about the area.	Ask students what kind of businesses are close to them.	Give a signing summary about a person’s neighborhood following the narrative outline. Ask students what they understood.
<b>Input / Mini-Lesson</b> <i>(Insert hyperlinks where possible)</i>	Present new vocabulary and phrases that follow the narrative outline.	Introduce new vocabulary using locatives: NEAR IX-dir(place), NEAR IX-loc(place), #BLOCK-AWAY IX-loc (place), #fs-MILE(S) IX-dir(place). Introduce signs and phrases to identify ethnic groups in neighborhoods. Demonstrate how to tell what is next to residence	Present categories for reasons someone likes or dislikes the area they live: noise level, safety level, traffic level, level of cleanliness, activity level, cost of living. Introduce new signs and have students copy-sign. Explain that when signing about why you like	If they name popular places, show the name sign for each one. Otherwise explain why most proper nouns/names are fingerspelled. Show signs for local government signs for students to copy-sign. Explain the differences among regions and how some places have name	Discuss how to sign the narrative based on the given exercise. Give as many details as possible to describe where you live, what your neighborhood is like, what’s next to residence, and what one likes and doesn’t like about the area.

		and students copy-sign.	something, be sure to use a rhetorical question WHY instead of the sign WHY.	signs.	
<b>Work Period</b>					
<b>Interpretive Activities / Tasks</b> <i>(Insert hyperlinks where possible)</i>	Students will sign conversations to share information about their neighborhood.	Orient IX-dir, IX-loc, BLOCKS-AWAY and eye gaze in the direction of the places mentioned. Use contrastive structure or listing when naming more than one group.	Students can use rhetorical phrases about what they like or dislike about their areas. "area"ME LIKE, WHY ONE, ME NOT LIKE "what"	Students practice using locatives to show where businesses are located.	Students take turns signing the whole narrative to each other.
<b>Interpersonal Activities / Tasks</b> <i>(Insert hyperlinks where possible)</i>	Understand, interpret, and analyze signed narratives about neighborhoods.	Have students tell what is next to their residence: ACROSS-FROM, NEXT-TO-right, NEXT-TO-left, THUMB-loc"back".	Have students combine previous lessons to add more details as to where they live, what is located around them, and give a reason they like or dislike the area.	Given a map of local places, have students practice how to show where things are located from a starting point.	Practice using rhetorical questions as transitions and maintain spatial agreement when discussing neighbors.
<b>Presentational Activities / Tasks</b> <i>(Insert hyperlinks where possible)</i>	Present information related to my neighborhood.	Present information about the home area, who is across from them in the front, next to on the right and left, and behind the area.	Students will present their narratives about their neighborhoods and will be graded on their clarity of signs and fluency.	Students can create their own maps (can be made-up) using online resources to help guide them. Students must include a variety of places to practice signing.	Ask a few students to sign the narrative to the class and give feedback as needed.
<b>Closing / Formative / Self-Assessment</b> <i>(Insert hyperlinks where possible)</i>	Recap by asking what type of area someone lives and if their neighborhood is new or	After students tell what's next to their residences, have students add an opinion about one of the	Recap and advise students to add the details to the narrative outline	Recap the lesson and give bonus signs for places that are found locally.	Review all key elements related to talking about neighborhood and

	old.	neighbors. Summarize the goal of this lesson of describing where we live.	given to them.		how to show fluency when signing narratives.
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