

# American Sign Language I Unit 4: School Life All About Me “At A Glance”

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Can-Do Statements	I can give commands involving objects and location. I can use a non-dominant hand to establish referencing. I can use topicalization when naming an object or location.	I can give directions to places around the classroom using real world orientation. I can use facial markers to show distance.	I can follow instructions. I can use and comprehend signer’s perspective.	I can name several subjects I take at school. I can express preferences about each school subject.	I can name the days of the week. I can use the days of the week to tell about my school schedule. I can understand others when they tell their weekly class schedule.
Proficiency Level Range	SLPI Novice+ to Survival and ASLPI Level 1 to 2 Proficiency	SLPI Novice+ to Survival and ASLPI Level 1 to 2 Proficiency	SLPI Novice+ to Survival and ASLPI Level 1 to 2 Proficiency	SLPI Novice+ to Survival and ASLPI Level 1 to 2 Proficiency	SLPI Novice+ to Survival and ASLPI Level 1 to 2 Proficiency
Language Forms & Functions	Give commands	Give directions to places around the classroom.	Follow instructions.	Name school subjects	Name days of the week ask/tell about school schedules.
Transition/ Opening <i>Insert hyperlinks where possible</i>	Have different classroom objects available. Put them in different locations and introduce signs for locations.	Greet class and ask how they are doing. Review signs for FINE, #OK, SO-SO, TIRED, SICK and introduce the sign LET-DOWN (feeling sad or down).	Ask students how they are and use real world orientation to point to different students. Ask where the bathroom is and any other locations within the school.	Recall signs from language backgrounds and which language they are currently taking.	Greet students and ask their favorite school subject.
Input/ Mini Lesson <i>Insert hyperlinks where possible</i>	Perform an action and demonstrate how to sign the command using the sign: PUT. Have students copy-sign examples.	Show an image of various places found in the classroom and in the school. Introduce signs for the facility/location.	Students need a piece of paper. Give commands of how to fold it into 9 squares. Identify a square on the imaginary grid and	Show images along with subject names. Point to each subject and have student’s copy-sign each one.	Draw a calendar on the board and point to today. Point to dates for TODAY, YESTERDAY, TOMORROW and

			have students point to the correct square on their paper. Continue identifying squares until students can point to the correct one.		have students copy-sign. Point to date and ask which day.
Interpretive Activity/ Tasks <i>Insert hyperlinks where possible</i>	Perform an action and demonstrate commands involving location with the verbs: PUT-IN, PUT-BEHIND, PUT-BESIDE, PUT-UNDER. Use a non-dominant hand to establish a reference point before signing the action.	Discuss facial markers for distances: cs, mm, ah. Ask where different facilities/location of places around the school.	Trace imaginary grid in the air with dominant hand and hold a reference point with non-dominant hand. Dominant hand taps along the squares until reaching the target square. Tap repeatedly to indicate "this" square.	Ask/tell information about which subject they like and which one they dislike.	Give signs for days of the week by point to each day and have students copy-sign. Practice with a <a href="#">song</a> .
Interpersonal Activity/ Tasks <i>Insert hyperlinks where possible</i>	Students copy-sign the actions. Then students will practice giving commands. Place objects in different locations and have students sign the commands. Continue with different combinations of locations and objects.	Point to the different vocabulary/locations and ask WHERE. Students can respond using facial grammar for distance.	Student's practice taking signer's perspective. Begin by identifying squares with the number 1 and give instructions that correspond with that particular square. Students write information given.	Students will practice signing school subject preferences.	Students practice days of the week and tell which day is their favorite. Students write down a daily school schedule with subjects.
Presentational Activity/ Tasks <i>Insert hyperlinks where possible</i>	Divide students into groups of four and give each group 3-4 objects. Have students take turns giving a group a command following the correct structure.	Have students use directional structure for locations on the same floor and in a different building.	Students with difficulty taking the signer's perspective, have them turn their body so they are facing the same direction as the teacher.	Students volunteer signing their favorite subject to class.	Have students volunteer signing the order of each subject.

<p>Closing/ Formative/ Self-Assessment <i>Insert hyperlinks where possible</i></p>	<p>Call on individual students to give you commands and be sure students are raising brows when naming location and/or object, use non-dominant hand to establish reference point.</p>	<p>Continue modeling directions for all locations and facilities. Conclude by drawing an imaginary circle around the facilities and introduce the category sign: PLACE.</p>	<p>Remind them that a signer's perspective takes practice but once the concept is mastered it will become easier.</p>	<p>Review all subject signs and ask yes/no questions about different ones.</p>	<p>Conclude with signing along with the song so that they can practice with repetition.</p>
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