

American Sign Language I Unit 5: At Home “At A Glance”

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Can-Do Statements	I can discuss each person’s household duties. I can use possessive pronouns to refer to a non-present person. I can ask/give opinions.	I can ask questions and respond with FINISH, or NOT-YET.	I can ask what someone did or will do on a certain day. I can tell you about two errands or activities. I can use FINISH when sequencing activities.	I can ask questions with MUST fs-DO and listing errands on a non-dominant hand. I can discuss errands one must do in the next few days.	I can tell how often an activity occurs using frequency time signs.
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	Ask/tell what each person’s household chores are and ask/give opinion	Respond to “Have you done...”: with the signs FINISH or NOT-YET	Ask/tell about chores at home.	Ask/tell errands that must be done in the next few days. Sequencing errands using FINISH and verb GO-TO.	Ask “how often” with a yes/no question ending with EVERY DAY. Put frequency time sig or phrase at end of phrase.
Transition/ Opening <i>Insert hyperlinks where possible</i>	Review signs about school and calendar. Transition to chores at home by adding days off when chores are to be done.	Show a second set of chores and images for each. Point to each one and ask if certain students do that chore.	Review signs from prior units based on chores at home.	Review chores and errands. Use possessive pronouns to refer to non-present people and their chores/errands.	Ask students what chores they did yesterday or have to do today.
Input/ Mini Lesson <i>Insert hyperlinks where possible</i>	Point to each picture and introduce the signs in phrases.	If students respond with a yes and they have to do a particular chore, then explain that HAVE is a possessive sign and is not used to interpret having done	Show images of typical errands students do. Point to each image and introduce signs in phrases.	Ask students what errands they must do on a particular day.	Pont to each of the three full-month calendars and introduce the sign for MONTH. Point to the week and introduce: WEEK.

		something.			
Interpretive Activity/ Tasks <i>Insert hyperlinks where possible</i>	Ask students which chores they do at home. Ask preferences.	Student's practice asking "if done" questions and responding with FINISH or NOT-YET.	Students practice sequencing using FINISH.	Show how to list 3 errands or chores on a non-dominant hand.	Point to a particular day and make up a person's name, where they went, and what they did and how often.
Interpersonal Activity/ Tasks <i>Insert hyperlinks where possible</i>	Student's practice using POSS to tell a person's household chores.	Give a list of chores and students put check marks next to the ones they are done or will do.	Student's practice raising their brows, nodding with FINISH, and using contrastive structure. Demonstrate how to sequence two errands.	Students mingle and practice listing 3 errands on a non-dominant hand.	Have students give examples of things they do every day, every week, every month. Have students copy-sign frequency signs.
Presentational Activity/ Tasks <i>Insert hyperlinks where possible</i>	Rate feelings about doing each chore: ENJOY, NOT-MIND, DETEST.	Students pair up to complete the activity.	Individual students' sequence two errands. Point to two errands and have students sign the sequence.	Continue practicing sequencing and add more errands/chores.	Given a calendar, students will write down their monthly activities/chores. Once written, they can practice with a partner.
Closing/ Formative/ Self-Assessment <i>Insert hyperlinks where possible</i>	Follow up with setting up spatial agreement for one to three people in the household.	Observe students doing the activity. Make sure students raise brows when asking yes/no questions, use negative head shake for NO, NOT-YET, and nod when signing YES/FINISH.	Review days of the week and dates of upcoming school events.	Be sure students' lower brows for wh-word questions, list errands on non-dominant hand, and use appropriate responses to others.	

