

HANDS IN TOUCH LEVEL 2 TEACHER'S MANUAL

Welcome to the Hands In Touch level 2 curriculum! This is an online, interactive, engaging curriculum based on interesting, thematic units. All the vocabulary and skills taught are steps in helping students to accomplish their end presentations.

Vocabulary:

Ideally, the vocabulary should be taught in class by the teacher in a comprehensive, interesting, and interactive way. The vocabulary that is on video is meant to reinforce and review what was taught in class. In order to help the student to review the vocabulary on a regular basis as well as having all vocabulary in one convenient place, it is recommended that each student keep a spiral notebook. After new vocabulary is taught, the students should go home and watch the vocabulary video and write the words in their notebooks along with the handshape that is used on the dominant hand next to each word. (This is to jog their memory when they're practicing.)

There is a set list of vocabulary for each unit, however, as is generally the case, students may need additional vocabulary specific to their presentation that is not included in the set vocabulary.

To help them not only for their specific presentation, but also in understanding the presentations of others, the students generally generate a list of additional words that the class needs. The teacher would then teach the new vocabulary then break the students into smaller groups and divide the words between each group. The students then create their own video demonstrating the new vocabulary, post it on YouTube/Drop Box, then the teacher would post the links and have the students view the new voc. for homework and add it to the list in their notebooks writing the handshapes next to each word. (An alternate way of doing this is to have students stand in a line and instruct one student to video 2-3 at a time doing two signs (have another student say the word twice aloud) then move to the next 2-3 students.) Students should practice signing all the vocabulary in their notebooks at home on a regular basis. An audio of the vocabulary is also included so that you can begin each class by reviewing the vocabulary. You can have students rotate each day by rows to lead the rest of the class on the vocabulary that is being heard.

There are two versions of vocabulary quizzes included (you can use the second version for a make-up quiz or use if you have multiple periods.) to test students' mastery of the vocabulary. The teacher may choose to create a new quiz with the class-generated supplemental vocabulary or simply add them to the end of the regular quiz.

Homework:

The homework is meant to teach/reinforce concepts as well as provide practice in concepts and vocabulary. Most of the homework assignments have slides and video that teach or review grammar skills so that students can spend as much time as needed to learn the concepts.

For some students, viewing the slides is enough, but others may need to go at a slower pace and/or review them several times before mastery. The online homework assignments generally contain a quiz or task related to the concepts and vocabulary. It is up to the teacher whether the online quiz scores are used as actual quiz grades or just given homework points for doing the assignment.

It is recommended that you review the homework in class together after it has been completed.

Activities:

Each unit contains in-class activities to help in practicing/reinforcing concepts and vocabulary along with activities to improve comprehension as well as having opportunity to use the language.

Tests/Presentations:

There is generally a written test after each unit which tests concepts, vocabulary, and comprehension. Every unit ends with some form of presentation (some have smaller ones included within the unit). Evaluation sheets are included to use as a rubric when assessing student presentations. There is also usually some sort of activity required of the students who are observing the presentations in order to make sure they stay focused and thus, improve their comprehension.

Finals:

There are two versions (same questions, just in a different order) of a multiple-choice final, that includes a video portion, at the end of each semester to assess students' knowledge. The presentation can also be included in the grade for the final. For the first semester, there is also a written ASL translation component.

Buttons to links:

Buttons in **red are for teacher only** (quizzes, test answers, etc.).

Buttons in **blue are links for students** (homework, vocab. video).

Buttons in **purple are pages that need to be copied for students**. (activity pages, game cards, etc.).

Daily Syllabus:

There is a daily syllabus included to help you navigate your first year. This is only a suggestion. If you have a small class size, you will probably have a lot of extra time. You can use the extra time to do comprehension exercises. You can sign a story and have the students write a summary afterward or show a Talon News segment from California School for the Deaf Fremont that are posted on YouTube and ask questions about it. (You may want to make this a weekly

event) Below is the website to the segments and a sample of the type of questions you can ask. This can also be used as a homework assignment as well.

CSD EAGLES

Here is a sample set of questions for the 2013 #5 Talon News.

TALON NEWS QUESTIONS

List of Units:

Unit 1: All About Me

Unit 2: Vacation Getaway

Unit 3: Plan A Party

Unit 4: Into Africa

Unit 5: In The Courtroom

Below is the teacher's manual for unit 2. The links are not active. See the preview page for sample active homework modules. The purchased curriculum will contain all units with active links to all resources.

UNIT 2: VACATION GETAWAY

Vacation Getaway:

I can collaborate with other students in my group in the target language to agree upon a weekend vacation, then plan out the location, itinerary, transportation, meals, costs, etc. Afterward, we will present to the class the details of our trip.

Concepts:

Time and money, specific and durative time signs, transportation classifiers, giving directions, facial expressions for near, medium, and distant, signer's perspective, chronological order, accounting for all time when sharing about a weekend.

Teach voc 2a. (30 minutes)

Vocab List 2 A

HW: voc 2a video

Vocab 2 A

Activity: Calendar Review(20 minutes)

Review the days of the week and the proper way to sign times. Show a current calendar and sign various days by signing (ex: next-week, Thursday). Students confirm which day by looking at the calendar and signing the date (ex: 27th). After they have practiced with you several times, have them do the same with a partner.

Activity: Number game (20 minutes or longer depending on how well your students can pay attention)

Have students get into a circle. The first person starts by signing 1, the next person signs 2, etc. as quickly as possible. If someone signs the number incorrectly, signs the wrong number, or doesn't know what number to sign, the next person must start with one and so on until they get to 100. Remind them about the twist on the upper numbers. If you have dependable students or knowledgeable TA's, you can appoint them to be judges and have two groups and have a contest to see which group gets to 100 first.

HW: Time

Time

Activity: Setting up a date (50 min)

Review days and times with students including the difference between specific and durative time signs.

Project a calendar on the whiteboard. Practice with students first by signing a week, a day, and a time along with an activity (ex: two-wks-future, 4:30 afternoon, doctor appt.

Or every-Sunday church all-morning, etc.).

Call on various students to come to the board and fill in the calendar with the correct time and activity. (When marking every-Tue. etc. just have them write it once at the top and just draw an arrow going down.)

Blank Calendar

Distribute the blank calendar to students. Have them fill in the dates using small numbers in the corner of each day. Have them fill in their own calendar with obligations that they may have (ex: dentist appt., cousin's wedding, soccer practice, etc.). After they are done, have them circulate around the room and arrange an activity to do with 10 different people on 10 different days, doing 10 different activities. They don't actually have to meet, it's just an activity for fun. They must both agree on a day, time, and activity then mark it along with the person's name in the correct box. The person initiating should begin by signing the week and a day and ask if the other person is free. (ex: next-week Sat, you free?) The partner checks his/her calendar and confirms by signing the date (ex: 5th?) with the correct facial expression. If they are both free that day, they can then proceed to the time and an activity that they both want to do. They both then fill out their calendars including the time, activity, and person's name. They must be at least 6 ft. apart when conversing (to avoid the temptation to talk or show their papers to each other). Rotate around the room and assign participation points based on how well the students did the activity.

Activity: Map practice (30-50 min) You don't have to do all this on one day; you can split it up. Review the facial expressions and arm movements for distance. Give students directions to various places around the room and have them guess where they will end up. Remind them to use signer's perspective. Give them directions to various places around the city giving landmarks and have them sign where you are referring to. Have them practice with a partner. Pass out the **hw practice map** and have students practice with you and then a partner before you assign the homework. Please remind students that when they are doing the directions hw, that if they guess incorrectly, they must clear the incorrect answer first, before responding again.

Practice map

HW: Giving Directions

Review homework together in class after all have completed it. (15 min)

Giving Directions

Activity: school map practice (20-30 min)

Print out maps of your school and distribute to students. Give directions from your classroom to a particular location and have students sign where they think you are referring. Have student volunteers give directions to the class, then allow them to practice with a partner. Inform them about the “You Found Me” activity (below) and stress the importance of learning this well.

Activity: You Found Me activity (45-55 min depending on the size of your class and your school)

When you feel the students have a grasp of giving and receiving directions, pair them up.

You Found Me

Distribute one of the “You Found Me” cards (I usually laminate the cards ahead of time so that they can be reused every year) along with a piece of tape and assign a general location around the school for that person to go and hide it someplace out of sight. (Spread out where you send them, so they don’t end up all in the same place.) He/she then returns to give directions in sign to his/her partner who then goes and finds it then re-hides it in another location then returns and gives direction to the first person who then goes out again, finds it and then brings it back to class. I also use the attached hall passes in which I add the times before they leave so that administration doesn’t get suspicious of kids roaming around campus looking under tables, etc.

Hall Pass

Voc Quiz 2a (10-15 min or longer if you give time for review)

Vocab Quiz 2A

HW: voc 2b (30 min. to teach the voc.)

Vocab 2B List

Vocab 2B

Activity: Number Grid Practice (20 min)

Number Grid Page

Pass out the number grid pages. Students pair up. One draws a connect-the-dot-type shape in one of the squares, then signs the numbers to his/her partner as the partner draws the shape by connecting the numbers. After they compare drawings, they switch.

Activity: Agreement in Transportation Classifiers (15 min)

Review the transportation classifiers and remind them that there must be agreement when moving them between locations. (ex: If flying from California to New York, the flying CL should move from the signer's left to right as if the signer is looking at a map, or move forward if going from Mexico to Canada, etc.) Practice as a class first then have them pair up. Make copies of the **world map** and distribute them to students. One student suggests two locations (a starting point and an ending point (by pointing to the map) along with a mode of travel (car, plane, train, etc.). The partner then signs the sentence moving the CL in the correct direction of the destination.

World Map

Activity: signing about my day (<one day)

After modeling for the class about what you did last weekend, have a few students volunteer to sign what they did last Saturday or Sunday (or what they will do this coming Sat/Sun). Remind them to: account for all time, place specific time signs at the beginning, and durative time signs at the end of each activity. If you feel the class needs more practice, students can partner up and share with each other about their weekend.

Homework - Money

Activity: Number Anagram Activity (15 min)

Divide class into 2-3 groups depending on class size. Print out the number anagram cards. Make enough copies so that there is one set for each group. Distribute the following cards, one to each student. If you have a smaller class size, you can decrease the number of cards, just make sure each group has the same ones and that you make adjustments to the numbers you sign. See anagram list for variation if you have very few students.

Teacher signs a money number from the list. Students should arrange themselves in the correct order. The first team to arrange themselves correctly gets a point. As a variation, you can add a colon and sign times. The students will have to determine if it is a time or money number.

**Number Anagram
Cards**

List of Numbers

Project: Vacation Getaway: (several days: one day to give instructions, form groups and brainstorm vacation ideas, one or two days for finalizing plans and doing research, one day or more to create poster/PowerPoint, one day for supplemental vocab., 2-3 half days to practice signing, several days of presenting depending on number of students)

Students should get into groups of 3-4. They are to plan a 3-day weekend getaway (4 days if there are 4 in a group). Give each group a beginning budget of \$700 per person (or whatever you decide). As a group they need to agree on a location, transportation, meals, activities, etc. All communication should be done completely in ASL. As an incentive, you can decrease their budget by \$10.00 if they talk instead of signing to each other. They need to come up with a detailed itinerary that includes all activities, transportation, lodging, meals, etc. They should take time to go online to find flight information (cost, departure and arrival times, etc.), they should also include all costs for taxis, shuttles, Uber, rental car, etc. not just to get there, but any traveling once they're there (ie: driving to restaurant, etc.) If they will be driving, they must calculate how much they will be spending on gas by figuring out how many miles to their destination as well as any driving while there, dividing it by the car's mpg, then multiplying it by the average cost of a gallon of gas. They need to plan out all their meals with an estimate of the cost per meal. They should go online and find the name and cost of their lodging along with a detailed itinerary of all their activities with any entrance fees, or cost of rental equipment, etc. Each person is responsible for creating a poster or PowerPoint that contains all information (locations, transportation, lodging, activities, meals, times, etc.) along with an itemized cost for each. They will present in sign their part of the vacation (having each student sign about one of the days works well) to the class. They must spend all the money allotted in their budget, but cannot go over. Each person can spend no more than \$30.00 on souvenirs. Students should be graded on how well they used ASL when collaborating in their groups, their posters/PowerPoint, and most of the points going toward their signing of their poster/PP to the class.

Teacher 40 Pt
Evaluation

As they are planning out their vacations, keep a running list of voc. words that they need and teach the class then have the students create a video illustrating the words and post it on YouTube. Give students the links and have them do the supplemental voc. as hw.

Voc. quiz 2b and sup. (10-15 min. or longer depending on time for review beforehand)

Vocab Quiz 2 B

Activity: Plan a family vacation (This may be an extra credit assignment)

Have students go home and ask their parent(s) for a budget in which they can plan a mini vacation for their family. If finances are a challenge, they can come up with ways to save or earn money to actually take their family on a one day or weekend vacation. They must communicate with all members of their family to come up with something that everyone can enjoy and that fits within their budget. They should arrange lodging if they are staying overnight, meals, transportation, etc. along with all calculated costs. If they are just spending the day at the beach, they should come up with several activities to do while there. They should write it out in ASL and have them present it to the class or if there is not enough time, they can make a video of them signing about it. Please encourage the families to actually do this. I have found that there are

several families who have never really taken a vacation together, or often the kids are bored on the vacation that parents plan, so being that they have planned the vacation, hopefully they will enjoy it, and being that they have previously asked members of the family for their interests, there should be something all members can enjoy. You may want to offer extra credit if they actually go and write about it.

You may want to administer the test before their presentations in order to give them more time to work on or practice their vacation getaway presentations.

Unit 2 test review (30-40 min)

Test 2 Review

Unit 2 Test

(45 min or longer depending on review time beforehand)

Unit 2 Test
Answers

The following is information and links for the end of the semester:

Final review:

You can use either the student-produced pancake video or their party presentation as part of their grade for their final. Prior to the final have them answer the questions on the attached review sheets. I allow them to visit the past homework and test review sites to find the information needed to complete the review sheets. When they are done, go over the correct answers so they are studying the correct information. Have them practice for the translation part of the final by giving them the final translation practice in English and have them translate it into ASL with correct word order and coded markers. Project the ASL version and go over it. There is more than one way to translate correctly. Allow them to offer their suggestions. For the final, give them the final translation in English and have them translate it. You can use the ASL version to correct them, realizing that there may be some variations. The third part of the final is multiple choice. There are two versions of the same final to prevent cheating. I usually number the finals using three different colors even though there are only two versions. Make sure they write their version number on their answer sheet. Separate them by even and odd before correcting. You may choose to add additional questions to the end using the supplementary vocabulary that they learned throughout the semester.

Final: Translation
Practice English

Final Translation
Practice ASL

Semester 1 Final
Odd

Semester 1 Final
Answers - Odd

Final: Translation
English

Final Translation
ASL

Semester 1 Final
Even

Semester 1 Final
Answers - Even

Unit 1 Review Sheet

Unit 1 Review
Answers

Unit 2 Review Sheet

Unit 2 Review
Answers

Unit 3 Review Sheet

Unit 3 Review
Answers