

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

UNIT 1: ALL ABOUT ME

All About Me:

I can tell the class about myself (hobbies, sports, religion, favorite things, collections, etc.) and answer questions from other students. I can also share with the class a past experience that was either embarrassing, scary, or funny.

Concepts:

Facial expressions for wh- and y/n questions, proper use of rhetorical questions, inflection of verbs, body shift when relaying a dialog, classifiers.

Review Games:

I usually start the year by reviewing the vocabulary and concepts from the previous year. Below are some fun review games that can be used at any time throughout the year with any vocabulary list. You can do all or some of them in whatever sequence works best for you. (all times are approximate)

Magnet game (10-15 min)

On butcher paper or on the whiteboard, write in random order the vocabulary words you want them to review. Place a long piece of painter's tape on the floor about 4 feet from the board. Divide students into 4-5 groups, depending on class size, and have them line up behind the tape. Give the first person on each team a different colored flat magnet. Stand to the side and sign one of the words. The first person from each team must run to the board and cover the correct word with the magnet. They cannot cross the tape until they have located the word. The first one to cover the correct word gets a point, then the magnet is passed to the next person in line and it is repeated.

Speed Review (10 min)

This game works great if you have small, individual whiteboards. If you don't, you can use laminated cardstock or just a stack of scratch paper. (note: You can ask your nearby home improvement store to cut a large piece of whiteboard for you.) Students sit at their desks in rows. The first person in each row has a small whiteboard, dry-erase marker and eraser or rag. You stand at the front of the class and sign a vocabulary word. The first person to write the word and hold it up gets a point. They cannot hold up the board until they have completed writing the word. They then pass everything to the person behind them. Teammates are not allowed to help.

Pictionary (15-20 min)

Divide the class into two teams. One person from each team approaches the board. You show both students a vocabulary word by pointing to it on a piece of paper. The students have to draw a picture that will help their team to guess the word (they are not allowed to use letters or numbers in their drawing). You stand at the front of the room and see who signs the correct word first. (you may have a student help you judge.) Whichever side signs the correct word first gets a point.

A variation of this (this is a little more complicated and takes 20-30 min.) is to divide the class into three groups. Group A sits at the front of the room facing the back of the room. Group B sits at the back of the room facing their partner across the room. Group C sits in the middle facing their partner at the back of the room in group B. Group A has whiteboards (or scratch paper). You stand to the side with group C facing away from you. You hold up a whiteboard or paper with a vocabulary word and show it to group A. Group A must try to draw a picture that represents the word (not using letters or numbers) then hold it up to their partner across the room in group B. The person in group B will try to guess the word by fingerspelling the word. When he/she guesses correctly, he/she fingerspells to the person in group C. Then the person in group C does the sign.

Circle Stories: (40-50 min)

Students sit in a circle of about 5 students with their notebooks open to the current vocabulary. One student starts (you may want to have the students determine who starts by having the students in ASL figure out which student in the group has the next birthday coming up) by

writing the beginning of a story in ASL using as much voc. from the lesson as possible for about 4 minutes. They are only allowed to use vocabulary they've learned in class. At the end of 4 minutes that student passes the paper to the left and the next student reads what was written and adds more sentences to the story. They continue passing the paper around the circle until you tell them to stop. You may go around the circle twice depending on how much time you have. Inform the last person to give the story an ending. If the groups don't have the same number of students, you can have the group(s) with less students, agree on an ending together. As a teacher, rotate around the room and make sure students are not using voices and staying on task. They should be reviewing vocabulary quietly while they're waiting for their turn. When all groups are done, have each student go back and read aloud their section of the story to the group while the rest of the group signs what is read. At the end, you can have each group present their stories to the whole class.

Fingerspelling practice: (2-5 min)

If you have a few minutes left at the end of class, fingerspell one of the vocabulary words and have all the students do the sign. Remind them not to shout it out. This is a good way to see at a glance who knows the signs and who has to look at others for the correct word. You can also have them do this in pairs. One fingerspells, the other signs, then switch.

Categorizing:

Have students get into small groups or pairs and categorize their vocabulary words by either handshape, movement, or palm orientation. The first team to complete the task correctly wins.

Vocabulary Quizzes: (10-15 min; longer if you allow them time to review first)

After you feel that students have had adequate time to review last year's vocabulary, you can quiz them on the past vocabulary. Choose about 25 random words from the list, sign them, and have students write the word. You can make it one large quiz or divide it into several smaller quizzes depending on your students. I break it up into two 1-8 & 9-17:

REVIEW QUIZ 1-8

REVIEW QUIZ 9-17

ME BAG demo: (7-10 min)

Collect several items that express who you are (hobbies, collections, favorite foods, sports, etc.), put them in a bag and pull out one item at a time and explain about that item to the class. Give a few sentences about each item. Students will be doing this later so you want to model. Point out that you're not just saying, "I like _____, this is my favorite _____." Rather tell why that item is important to you, why you started collecting_____, where you got it from, etc. Afterward, allow students to ask questions about what you shared. Demonstrate and remind them that when they answer questions, it might be difficult for students to see what the question was depending on where they are sitting, so it's important to repeat the question in the answer. (Example: Question--"What's your dog's name?" Instead of just answering , "Fido", sign, "My dog's name is Fido.)

You may want to allow some class time for students to generate a list of possible items they can include in their Me Bag. You may need to help them. They can't fit their bike in a bag, but they can bring their bike lock. They can't bring their dog, but they can bring its leash or a dog treat.

Assign Unit 1: Verbs and Adverbs Homework.



Grammar Review: (two 30-40 min sessions)

Copy the **grammar rules list** and pass out to students. (Instruct them to keep it in a safe place so that they can refer to it throughout the year, especially for the written part of the semester final.) After explaining the different grammar rules, divide the students into pairs/groups and assign a grammar rule(s) to each group. Students are to design a poster that illustrates the grammar rule. It should explain the rule and give an example in ASL with the English translation underneath. Have them include facial expression if applicable. Illustrations are encouraged. Have each group go to the front of the room and present their poster by explaining the rule and signing the examples. Students in the class can ask clarifying questions to the presenting group. After all are done, you can post them around the room as reminders; just remember to take them down or cover them before the test.



Vocabulary 1a: (20-30 min to teach in class)

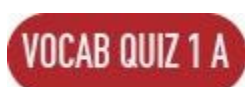
See the explanation above (p. 1) on how the vocabulary homework is done. Below is the list of vocabulary words that you will need to teach the class before the vocabulary video homework is assigned.



As the time gets closer for them to present their Me Bags, they most likely will have questions about vocabulary that is not on the list. Generate a list of words they will be needing. See above on how to present them and assign homework. (10-20 minutes to teach depending on the number of words; about 10 min. for students to create video of voc.)

Me Bag supplemental vocabulary homework. (Student generate the list and videotape it).

Voc. quiz 1a (10-15 minutes or longer depending on how much time you allot for review beforehand)



Supplemental voc. Quiz (10-15 minutes depending on how much time you allow for review)

Presenting Me Bags: (this can take several days depending on how many students you have, or if you decide to just have a few present for half of the period each day as opposed to presenting all period.)

Students present their Me Bags to the class. Observing students should ask questions related to their presentation for participation points. You may want to draw names or just keep track to make sure each student has an opportunity to ask at least 2-3 questions throughout all the presentations. Remind students to include the question in their answer.

20 Pt
Evaluation

Me Bag survey: (30 min depending on number of students)

After all Me Bags have been presented, pass out the **Me Bag Surveys**. Students should go around the room asking various students in ASL the questions on the survey. No name can be used more than twice. Obviously, those who paid attention will have an easier time because they know who to go to. Feel free to add questions to the survey that are particular to your class.

ME BAG SURVEY

Vocabulary 1b: (20-30 min to teach in class)

Teach vocabulary in class then assign the homework voc. video.

VOCAB 1B LIST

Vocabulary
1 B Video

Activity: Classifier story (50 min.)

You may want to introduce this by showing some classifier (CL) stories that you can access online. Ben Bahan's "The Ball" is a good one.

Review with the class the different forms of classifiers. Students get into groups of 2-3 and come up with a quick impromptu story using as many CL's as possible. Encourage them to intermix their CL's with each other. (Example: one person is doing the animal CL for dog and shows it running across the street, another person is doing a vehicle CL and swerves out of the way to avoid the dog and crashes into a tree being signed by the third person, which causes the bird in the tree to fly away....) Give students 15-20 minutes to come up with a story and practice signing it, then have them present to the class. You can have the class vote afterward on the best story. You may want to allow more time for the students to come up with a story if you have time.

Hw Personal Experience: Some of the questions on this homework are write-in answers. You will have to correct these yourself, or go over them as a class the next day or when all have completed it.



Written ASL Practice: (30-40 min)

Pass out copies of the Written **ASL Practice page in English**. Have students do their best to write it out in ASL. They may use their grammar rules list for help. After they've had time, show them the **ASL Practice page in ASL** and have them correct their errors. Point out that there can be a variety of correct ways to write it out. Have students offer their suggestions if different. Stress the importance of using body shift for dialog and not writing "He said..." , "She said..." etc.



Personal Experience: (30 minutes to write in English on first day, 30-40 minutes to write in ASL the second day, 40-50 minutes for peer editing and rewriting, one day for generating list of supplemental voc., teaching it, and students creating video of voc., several days of practicing signing it.)

Students think of a past experience that was either embarrassing, scary, or funny and write it out in English. It must include dialogue/body shift. The teacher reads through them and gives input on how to make it more interesting, longer, clearer, etc. then hands them back. Students then write it out in ASL using correct word order and coded markers.

Personal Experience Peer Edit:

When all students have finished writing in ASL, break students into enough groups for each one to cover a specific grammar rule(s) and give each group a number. (You may want to use the same groups you used when they created the posters). Try to give each group a different colored pen/pencil. They are now the "experts" of that grammar rule. Have students pass their papers to someone in the next group. Students are to peer edit the paper only for the grammar rule they are responsible for, using the colored pen/pencil and sign their name at the bottom (still using that color) then pass the paper to the next group and so on until it is returned to the owner who then will look it over and make any necessary corrections or rewrite it if there are too many errors. Students look over their paper one more time then turn it in for the teacher to make any final corrections or suggestions on how to make it better. It is up to the teacher to decide if a grade is to be given for the written ASL.

After teacher-corrected papers are handed back, students then practice signing it using body shift for dialogue, miming, and any classifiers that may be needed.

At this time another vocabulary list is generated from the class of words students will be needing. As before, the teacher teaches the new words, divides students into groups and have them create their own videos of the vocabulary. Alternate: you may want to put all the vocabulary on one video by having one student videotape all students as they stand in front of camera by twos or threes and sign the word as someone speaks it, repeating each word twice.

Personal Experience supplemental vocabulary homework.

Give students several days of class time to practice signing their personal experience. During that time have them sign their experience to you individually so you can give them pointers and help them with signs, etc. They will not be able to use their paper for their final presentation.

Voc quiz 1b: (10-15 minutes depending on how much time you allow for review)

VOCAB QUIZ
1B

4-Box Personal Experience Practice: (40 min; longer if you give them time to practice on their own first)

Prior to this, students should have several days to practice since they will not be able to use their papers when they give their final presentation.

Have each student fold a piece of binder paper into fourths and write their name in the middle of the paper. They are to then go to four different students in the class and sign their experience to them. The person observing will write their name on that person's paper in one of the boxes and include in the box any suggestions for how that person can make it better, (ie: what parts were confusing, need more facial expression, lack of body shift, etc.) then return the paper to its owner who will read it and try to improve in those areas. That person will do the same for the other person then move on to a different student until all boxes are filled in. If they have extra time, they can use the back.

Presenting Personal Experience: (several days depending on number of students)

Students will take turns presenting their personal experiences. As each student presents, the rest of the class will fill out an evaluation of each student's presentation. They will need one sheet for every 3 students in the class. (ei: If there are 15 students in the class, each student will need 5 copies.) They should include a brief summary and specific things the person did well along with ideas of how they can improve next time they present. After all presentations are done, collect their summaries/evaluations. You may have a teacher's assistant or volunteer help you to cut the evaluations and sort them so that each person will receive all the summaries/evaluations that students wrote specifically for him/her. Pass them back before their next presentation so that they can focus on what needs to be improved.

Teacher 40 Pt
Evaluation

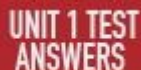
STUDENT
SUM EVAL. FORM

Test review: (30 min)

Use the powerpoint test review the day before the test to help students review for the test. Remind them to also review all their vocabulary. This might be a good time for a review game.



Unit 1 Test: All About Me (40-50 min. Depending on how much time you give for them to review beforehand and how long it takes the students to complete) I usually have them do the individual part first, then do the signing part when everyone is done.


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)

HW: voc 2a video

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-dots 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

UNIT 3: PLAN A PARTY

Plan A Party:

I can collaborate with other students to plan a children's party around a chosen theme which includes decorations, food, a craft or activity/game. In my group we will each choose one of the above to plan and then present to the class as a how-to. The class will follow along with the directions depending on the how-to.

Concepts:

Indexing, describing shapes (sym & asym), chronological order, signer's perspective, noun adjective word order.

Voc. 3a: (20-30 min)

Teach voc. 3a by miming or bringing in objects to demonstrate the words.



Project: Plan a Party (several days)

Explain to the class about this unit's project to plan a children's party. In groups of 3-4, they will all agree on a theme for the party. Each group will present how to make a decoration, a food, and a craft/game for the party that goes with the theme. (Divide the craft and game into two if there are 4 in a group.) Students are encouraged to bring supplies for the class to follow along with the instructions and/or bring samples of the food if it's not something that can be made in the classroom.

Note to teacher: Some students have a hard time coming up with ideas and others have great ideas but no follow through. To help make the groups as strong as possible I like to do the following before forming groups. I explain to them that we all have different personalities, talents, strengths, etc. There are not any personalities that are better than others, they're just different, and we need all types to help each other get the job done. It is helpful to have someone who is creative and can come up with ideas, but you also need someone who can make sure things get done correctly and stays on task, and of course it's helpful to have someone in the group who makes sure everyone has input and gets along, etc. I use the NORTH, SOUTH, EAST, WEST, personality compass to help students figure out which personality they are. (There are several NSEW quizzes online that you can use <http://www.nelms.org/pdfs/2014/degroff2014si/The%20Personality%20Compass.pdf> however, the quiz has several words that students may not be familiar with, so be prepared to do some explaining or maybe condense it.) After students have determined which point on the compass they belong, have them move to the corner of the room that represents their compass point. (You may want to jot down who is in which group for future reference when forming groups.) If some end up even between two, have them stand between the two. If one group is smaller than another, move them to the smaller of the two groups that they are between. Instruct them to choose people for their Plan A Party group that are in a different compass point,

or you may arrange the groups accordingly. I have found this technique very helpful in doing group work.

Once students are in their groups, give them time to brainstorm theme ideas. They can go online to sites such as Pinterest to get ideas. Once they have decided on a theme, they need to figure out who is doing the decorations, who is doing the food (dessert or appetizer), and who is doing the craft/game/activity (you can split this up if you have more than 3 in a group). Allow them time to research ideas then get the instructions.

Activity: Signer's perspective practice (20 min)

Remind students about signer's perspective. Also remind them about how to show symmetrical shapes (use both hands) and asymmetrical shapes (non-dominant hand holds the point of reference while dominant hand shows the shape). Draw a shape in the air and have students draw it on a piece of scratch paper then have a volunteer draw it on the board. Do this several times, having different students take your place and then calling on another student to draw it on the board, then that student takes the place of the first. After a few times of this, have students pair up and practice with a partner.

HW: Star

(students watch the STAR video on how to make a 5-pointed star with one snip of the scissors. They should follow the instructions at home as they watch then bring in their completed star to class. (note: I sometimes have them fold it back up and make snips on the edges to turn it into a snowflake to decorate the room since we usually do this around Christmas).

Homework Star

Activity: Dinner Party (50 min)

Ahead of time, go to a nearby grocery store the day the sales end and ask for as many of the old leftover sale papers as you can get. You may need to go to more than one to get enough to have one for each of your students. Have the students sit across the room from a partner with a paper and pen/pencil. Instruct the students that they and their partner must plan a dinner party for 10 people. They must agree on a menu containing an appetizer, entree, two sides, drink (non-alcoholic) and a dessert. They are only allowed to use foods that appear in the sale paper; they cannot use pre-made foods from the deli section of the sale paper. They don't have to buy staples that would already be in an average kitchen (salt, sugar, etc.). On their papers they must write out the menu along with a shopping list of all the items needed including quantity and price. They should add up the total at the end. When they turn in their papers (with their and their partner's name) the menu, quantities, and costs should match.

Vocab Quiz 3A

(10-15 min)

Vocab 3B List

Teach voc 3b: (20-30 min)

Vocab 3 B

How-To Demo and writing How-to in ASL: (40-50 min)

Demonstrate a how-to in class showing how it is not necessary to list all the ingredients at the beginning, but mentioning them as they are used. Remind them to mime or do the action after signing it. It would be great if you can bring in items for the class so they can follow along making whatever it is you demonstrate. If that's not possible, have them write down the steps/instructions.

They should begin writing out their how-to in ASL remembering to use indexing and to put the noun before the adjective: (ex: sugar cup $\frac{1}{2}$). Keep a running list of words they need to add to the supplemental voc list.

Teach them the signs then have them create a video of the new words to do for homework.

HW: supplemental voc.

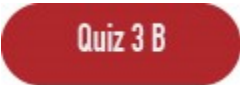

**Homework
Pancake Video**

Students watch the video of how to make pancakes and write out the instructions in ASL the way it was presented. Mark where the errors are, but don't correct it, give them time to fix the errors and turn it in again. Continue to give it back until they have it correct. They will be using it to create their own video on how to make pancakes, upload it to DropBox/YouTube and share the link with you so you can assess them. Use this as part of their grade for the final. Allow them class time to practice. I usually run out of time for the party presentations before the end of the semester because I usually have them practice songs and a skit for a special Christmas assembly that we perform at a nearby elementary school. I have them present their party how to's at the beginning of the second semester. Don't feel that you have to rush through things. There is a lot more extra time during second semester.

Project: Plan a Party (several days)

Have students write out the ASL of their how-to and turn it in for you to correct. After you have returned their corrected ASL, give them lots of time to practice in class as well as time to make any supply preparations (ie: cutting strips of paper/string for the class to follow along for the craft, etc.). Have them sign their how-to to the other members of their group so that they can help each other make it as clear as possible and give suggestions for making it better. Assign one day per group for presentations. Again, encourage students to bring in supplies for the class to follow along with. Let them have fun. As incentive, you may want them to actually put on a party for children at a Deaf school or if you are not near one, maybe do it for a nearby elementary school.

Vocab Quiz 3B (10-15 minutes or longer depending on time for review beforehand)


Quiz 3 B

Review for test 3: (40 minutes)

Test 3 Review

Unit Test 3: (40 min or more depending on how much time you give students to review before the test.)

Unit 3 Test

Unit 3 Test
Answers

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

Semester 1
Final Video

Unit 2 Review Sheet

Unit 2 Review
Answers

Unit 3 Review Sheet

Unit 3 Review
Answers