

ASL 3

Year at a Glance

ASL 3`MYUf`UhiU; `UbWY		Created: 8/21/17	
Big Ideas	Essential Questions/ Can Do	TEKS Covered	IPAs/Tasks/Projects
1st Grading Cycle			
	How do I narrate the story?	114.35 b1, b 2, 6.A, 6.B, 6.C, c1, c2, c3, c4	
12.2 "The Tailor" Telling One's Own Version	What are the three changes to a clothing item?	114.35 b1, b 2, 6.A, 6.B, 6.C, c1, c2, c3, c4	
12.3 "One Fine Day" Understanding the Story	How do I narrate the story?	114.35 b1, b 2, 6.A, 6.B, 6.C, c1, c2, c3, c4	
12.4 "One Fine Day" Character Placement	How do I role shift to become each charater?	114.35 b1, b 2, 6.A, 6.B, 6.C, c1, c2, c3, c4	
12.5 "One Fine Day" Conditional Sentence and Agreement Verbs with Role Shift	How do I rehearse agreement verbs in role shifting?	114.35 b1, b 2, 6.A, 6.B, 6.C, c1, c2, c3, c4	
12.6 "One Fine Day" Instrument Classifiers with Role Shift	How do I incorporate role shifting with insrumnt classifiers?	114.35 b1, b 2, 6.A, 6.B, 6.C, c1, c2, c3, c4	
12.7 "One Fine Day" Story Cohesion	What is the story about?	114.35 b1, b 2, 6.A, 6.B, 6.C, c1, c2, c3, c4	
12.8 "The Lion and the Mouse"	what is the story about?	114.35 b1, b 2, 6.A, 6.B, 6.C, c1, c2, c3, c4	
12.9 "The Fox and the Crow"	what is the story about?	114.35 b1, b 2, 6.A, 6.B, 6.C, c1, c2, c3, c4	
12.10 Telling Your Assigned Fable	what is the story about?	114.35 b1, b 2, 6.A, 6.B, 6.C, c1, c2, c3, c4	Fable Presentation
Big Ideas			
Essential Questions/ Can Do			
TEKS Covered			
IPAs/Tasks/Projects			
2nd Grading Cycle			
Unit 13- Locating Things around the House			
Telling location of things in a room	Can you give informaiton/describe items in a variety of room in a home?	114.35 b1, b 2, 6.A, 6.B, 6.C, c1, c2, c3, c4	
Numbers: 101-109 and Counting by Hundreds	Can you use these numbers in normal communicating?	114.35 b1, b 2, 6.A, 6.B, 6.C, c1, c2, c3, c4	
Handshape Stories	Can you make your own appropriate handshape story?	114.35 b1, b 2, 6.A, 6.B, 6.C, c1, c2, c3, c4	
Vocabulary Review	Can you comfortably use the new vocabulary in everyday conversation?	114.35 b1, b 2, 6.A, 6.B, 6.C, c1, c2, c3, c4	Home presentation
Big Ideas			
Essential Questions/ Can Do			
TEKS Covered			
IPAs/Tasks/Projects			
3rd Grading Cycle			
Unit 14- Complaining, making suggestions and requests			
Inflections for temporal aspect	Can you show who did what to whom, or relocation, or manner of movement?	114.35 b1, b 2, 6.A, 6.B, 6.C, c1, c2, c3, c4	
Spacial agreement	Can you successfully set up stories talking about a thrid person?	114.35 b1, b 2, 6.A, 6.B, 6.C, c1, c2, c3, c4	
Clock numbers	Can you tell stories using correct signs for times that involve time?	114.35 b1, b 2, 6.A, 6.B, 6.C, c1, c2, c3, c4	
Cheers and Songs	Can you sign songs or cheers that involve varied movements/ beats/ rythems?	114.35 b1, b 2, 6.A, 6.B, 6.C, c1, c2, c3, c4	
Vocabulary Review	Can you successfully use the new tools that you have learned?	114.35 b1, b 2, 6.A, 6.B, 6.C, c1, c2, c3, c4	Role shifting presentaion, include complaining, making suggestions and requests
Big Ideas			
Essential Questions/ Can Do			
TEKS Covered			
IPAs/Tasks/Projects			
4th Grading Cycle			
Unit 15: Exchanging Personal Information (Life Events)			
Narrating about life events	Can you tell about a life event using 1. Introduction 2. Main Body 3. Closing?	114.35 b1, b 2, 6.A, 6.B, 6.C, c1, c2, c3, c4	

Numbers 110-119	Can you comfortably include and recognize these numbers in normal discussion?	114.35 b1, b 2, 6.A, 6.B, 6.C, c1, c2, c3, c4	
Poetry	Can you understand and explain to a non ASL student the importance of poetry written by deaf people?	114.35 b1, b 2, 6.A, 6.B, 6.C, c1, c2, c3, c4	
Vocabulary review	Are you able to express and receive information using the new vocabulary?	114.35 b1, b 2, 6.A, 6.B, 6.C, c1, c2, c3, c4	Life Stories
Big Ideas	Essential Questions/ Can Do	TEKS Covered	IPAs/Tasks/Projects
5th Grading Cycle			
Unit 16: Describing and Identifying Things			
Describing things around us	Can you use appropriate classifiers to describe items in your environment?	114.35 b1, b 2, 6.A, 6.B, 6.C, c1, c2, c3, c4	
Money number signs	Can you use correct number signs related to money?	114.35 b1, b 2, 6.A, 6.B, 6.C, c1, c2, c3, c4	
Storytelling	Can you understand and tell stories using correct grammar?	114.35 b1, b 2, 6.A, 6.B, 6.C, c1, c2, c3, c4	
Vocabulary review	Can you express and receive information using the new vocabulary?	114.35 b1, b 2, 6.A, 6.B, 6.C, c1, c2, c3, c4	Hidden Show and Tell
Big Ideas	Essential Questions/ Can Do	TEKS Covered	IPAs/Tasks/Projects
6th Grading Cycle			
Unit 17: Talking About the Weekend			
Narrating about weekend activities	Can you successfully tell about your weekend using correct signs and grammar?	114.35 b1, b 2, 6.A, 6.B, 6.C, c1, c2, c3, c4	
Three-digit numbers	Can you successfully use and understand larger numbers?	114.35 b1, b 2, 6.A, 6.B, 6.C, c1, c2, c3, c4	
Legends	Can you understand and tell your own story?	114.35 b1, b 2, 6.A, 6.B, 6.C, c1, c2, c3, c4	
Vocabulary Review	Can you successfully use your new vocabulary?	114.35 b1, b 2, 6.A, 6.B, 6.C, c1, c2, c3, c4	
Units 12-17 Cumulative Review			
Getting directions and maintaining attention	Can you use correct actions accepted by deaf culture related to attention?	114.35 b1, b 2, 6.A, 6.B, 6.C, c1, c2, c3, c4	
Controlling the pace of conversation	Can you comfortably direct the pace of a conversation?	114.35 b1, b 2, 6.A, 6.B, 6.C, c1, c2, c3, c4	
Resuming the conversation	Can you comfortably and correctly resume the conversation?	114.35 b1, b 2, 6.A, 6.B, 6.C, c1, c2, c3, c4	
Getting help with spelling of names	Can you comfortably ask for help when needed with spelling?	114.35 b1, b 2, 6.A, 6.B, 6.C, c1, c2, c3, c4	
Drama	Do you appreciate and can you convey to others the joy of Deaf theater?	114.35 b1, b 2, 6.A, 6.B, 6.C, c1, c2, c3, c4	
Vocabulary review	Can you successfully express and receive information using all vocab. up to this point?	114.35 b1, b 2, 6.A, 6.B, 6.C, c1, c2, c3, c4	Present about your busiest weekend

ASL III: 1st Grading Cycle

*****Ongoing use of all Interpersonal, Interpretive, & Presentational Expressive and Receptive methods throughout the year!*****

12.1 "The Tailor" Understanding the Story	How do I narrate the story?	114.35 b1, b 2, 6.A, 6.B, 6.C, c1, c2, c3, c4	
12.2 "The Tailor" Telling One's Own Version	What are the three changes to a clothing item?	114.35 b1, b 2, 6.A, 6.B, 6.C, c1, c2, c3, c4	
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12.10 Telling Your Assigned Fable	what is the story about?	114.35 b1, b 2, 6.A, 6.B, 6.C, c1, c2, c3, c4	Fable Presentati on

ASL III: 2nd Grading Cycle

Ongoing use of all Interpersonal, Interpretive, & Presentational Expressive and Receptive methods throughout the year!

1. Signing Naturally Unit 13: Locating Things Around the House
 - a. Telling Locations of Things in a Room

EQ: Can you give information /describe items in a variety of rooms in a home?
 - b. Numbers: 101-109 and Counting by Hundreds

EQ: Can you use these numbers in normal communicating?
 - c. Handshape Stories

EQ: Can you make your own appropriate handshape story?
 - d. Vocabulary Review

EQ: Can you comfortably use the new vocabulary in everyday conversation

VOCABULARY:

house related

rooms in a house
 parts of a house
 building materials
 other descriptions of a house
 furniture
 accessories/fixtures
 big appliances

quantifiers

#ALL
 ALL
 MOST
 MANY
 SEVERAL
 SOME
 NONE

numbers

101 - 109
 multiples of 100 to 1,000

other

GONE
 LOOK-AT
 DISGUSTED
 BE-LOST
 LOOK-FOR
 FIND

objects

DICTIONARY
 RUBBER+ERASE
 TAPE
 SCISSORS
 SIGN+LANGUAGE VIDEOTAPE
 PLANT
 PICTURE+DCL'*shape of frame*'
 FILE+FOLD++
 SHOE ICL'*polish*'
 PENNY++
 STAMP

objects

fs-GLUE
 NEWSPAPER
 MAGAZINE
 BROOM
 fs-NAIL
 DCL'*envelope*'
 #TV+fs-GUIDE
 SCREWDRIVER
 NAIL-CLIPPERS
 NEEDLE+STRING (thread)
 CANDLE

objects

MATCH
 SAFETY-PIN
 UMBRELLA
 HEADACHE+MEDICINE (or) fs-ASPIRIN
 fs-BILLS
 TIME+DCL'*shape of clock*'
 SLEEP+fs-BAG
 CAMERA
 CALENDAR

SENTENCE STRUCTURES:

tell location of room

(establish reference point)	(tell new location in relation to reference point)	(identify room)
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describe location of furniture

<u> </u> ENTER,	(room)	(furniture)	(classifier indicating location)
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identify a specific location in another room

KNOW	(name of room)	ENTER	IX-loc "part of room"	SHELF CABINET DRAWER	FIRST SECOND THIRD TOP BOTTOM MIDDLE "wave-left" "wave-right" CORNER	[(wh)LCL:B"surface"/ IX-loc"location of object in relation to surface"]
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GRAMMAR:

topic-comment structure
 ordinal numbers: FIRST, SECOND, THIRD
 reference points marking locations of non-present objects
 locative classifiers
 semantic classifiers (SCL:1, SCL:bent-V)

CONVERSATION STRATEGIES:

opening conversations with yes/no questions
 confirming and correcting information

SIGN ILLUSTRATIONS:

IX-dir "to right" (see p. 9)
 LCL:B(palm out) (see p. 12)
 LCL:B(palm down) (see p. 12)
 LCL:C(palm out) (see p. 12)
 DCL:C(palm down, sweeps) (see p. 12)
 SCL:bent-V (see p. 12)
 [(wh)LCL:B"surface"/IX-loc] (see p. 14)
 "wave-no" (see p. 17)

ASL III: 3rd Grading Cycle

*****Ongoing use of all Interpersonal, Interpretive, & Presentational Expressive and Receptive methods throughout the year!*****

1. Signing Naturally Unit 14: Complaining, making Suggestions and Requests
 - a. Inflections for Temporal Aspect
EQ: Can you show who did what to whom, or relocation, or manner of movement?
 - b. Spatial Agreement
EQ: Can you successfully set up stories talking about a third person?
 - c. Clock Numbers
EQ: Can you tell stories using correct signs for times that involve time?
 - d. Cheers and Songs
EQ: Can you songs or cheers that involve varied movements/beats/rhythms?
 - e. Vocabulary Review
EQ: Can you successfully use the new tools you have learned?

VOCABULARY:

ailments

HAVE-PAIN
HAVE-CRAMP
COUGH
HAVE-COLD
HAVE-SORE-THROAT
SCRATCHING
FEEL-TIRED
NOT+FEEL+GOOD
DCL:bent-5"*swollen part of body*"
CAN'T+SLEEP+SCL:V
"*toss and turn in bed*"
HAVE-UPSET-STOMACH
(2h)VOMIT
FEEL-DIZZY
HAVE-DIARRHEA
RED "area of body"
fs-RASH
FEEL-SORE
FEEL+LOUSY

suggestions

FINISH
WHY+NOT
SHOULD

remedies
MEDICINE
TAKE-PILL
SPOON-IN-SYRUP
ICL"*use dropper*"
BCL"*rub on*"
CALL-BY PHONE
DOCTOR
LIE-DOWN REST

empathize

"pshaw"
AWFUL
"wow"
KNOW+

time signs: recurring

EVERY-MORNING
EVERY-AFTERNOON
EVERY-NIGHT
EVERYDAY
EVERY-WEEK
EVERY-MONTH
EVERY-HOUR
UP-TILL-NOW OFTEN

time signs: continuous

ALL-MORNING
ALL-AFTERNOON
ALL-NIGHT
ALL-DAY
ALL-WEEK
ALL-MONTH
ALL-HOUR

other

STUCK
BETTER

clock numbers
commonly fingerspelled
words

complaints

SICK-OF
TEND-TO
ALWAYS
problems with pets
problems with children
problems with
roommates/spouse
problems with neighbors

requests

NOT-MIND
POSTPONE
PREPONE
SHOW-TO-person
TELL-TO-person
ASK-TO-person
CALL-BY-PHONE-person
GIVE-TO-person
INFORM-person
SUMMON-person
PARTICIPATE
HOLD-DOWN"*place*"
ALL-RIGHT
PERMIT

SENTENCE STRUCTURES:

make suggestion

		<u>q</u>
FINISH	(remedy)	YOU
WHY+NOT SHOULD	(remedy)	<u>q</u> "well"

complain about others

(pet/person)	TEND-TO ALWAYS	[(time sign)]	(actions)	[ME] SICK-OF
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ME SICK-OF	(pet/person)	(actions),	"pshaw"
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request help with tasks

(give reason),	<u>NOT-MIND</u>	GO-TO HELP	<u>q</u> (task) ICL "task with tool/utensil" PICK-UP (person/thing) GET (object) (object) BRING-TO (place) WASH "object"
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request time change

(explain situation),	<u>NOT-MIND</u> CAN	(event)	POSTPONE PREPONE	<u>q</u> (other time)
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make indirect request

<u>NOT-MIND YOU</u>	ASK-TO-person TELL-TO-person INFORM-person SUMMON-person	(name)	<u>q</u> (object) GIVE-TO-me CALL-BY-PHONE-me TELL-TO-me INFORM-me SHOW-TO-me COME-TO SEE ME
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ask for permission

[[give reason]],	NOT-MIND ME BORROW PERMIT ME USE	^q (money or object)
	NOT-MIND ALL-RIGHT ME CAN ME #OK PERMIT	^q (2h)SCL:V"two people trade places" TAKE-FROM"place" (object) (object) MOVE-TO"place"

GRAMMAR:

recurring time signs: EVERY-(time sign)
 continuous time signs: ALL-(time sign)
 temporal aspect: recurring
 continuous
 inflecting verbs
 role shifting
 conditional sentences

CONVERSATION STRATEGIES:

asking for clarification
 clarifying
 agreeing
 declining
 hedging

ASL III: 4th Grading Cycle

*****Ongoing use of all Interpersonal, Interpretive, & Presentational Expressive and Receptive methods throughout the year!*****

1. Signing Naturally Unit 15: Exchanging Personal Information: Life Events

a. Narrating About Life Events

EQ: Can you tell about a life event using 1.introduction,2.main body,3.closing?

b. Numbers: 110 - 119

EQ: Can you comfortably include and recognize these numbers in normal discussion?

c. Poetry

EQ: Can you understand and explain to a non ASL student the importance of poetry written by deaf people?

d. Vocabulary Review

EQ: Are you able to express and receive information using the new vocabulary?

VOCABULARY:

life events

BE-RAISED
GO-UP-YEARS
GRADUATE
FALL-IN-LOVE
CONCEIVE
MOVE-TO
OFFER
PROMOTE
TRANSFER
PRINCIPAL
CAR-ACCIDENT
RETIRED
SETTLE-DOWN

life events

DIED
LAID-OFF
BURN-DOWN
DROP-OUT
TAKE-UP TEST
PASS
LICENSE
ESCAPE
MESS-UP
SOLDIER
SUMMON
KILL++
WAR

nationality signs

GENERATION
FULL
HALF
(2h)alt.HALF
CONFLICT
STRONG
100 PERCENT
COUNTRY

time signs

UP-TILL-NOW
LATER-ON
BEFORE-EVENT

numbers

numbers: 110-119
dates and addresses

other

FROM
ITSELF
HAPPEN
WRONG
THEREABOUTS
LIE++ (Breakaway)
FICTIONAL (Breakaway)
countries and continents
vocabulary for why people migrate

SENTENCE STRUCTURES:

tell about life events using when clause (age)

	when	
ME	(age)	(event)

tell about life events using when clause (event)

	when		
ME	(event)	[LATER-ON] [(time sign)]	(event)

tell about an unexpected change in events

(event)	(time)	WRONG	(change or result)
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ask nationality of name

<u> </u> NAME fs-(name),	<u> </u> ITSELF POSS"country"	<u> </u> (country) [NAME]
NAME fs-(name),	<u> </u> ITSELF FROM WHERE	
	<u> </u> #WHAT COUNTRY "what"	

ask if full-blooded

<u> </u> YOU (person)	<u> </u> FULL 100 PERCENT GENERATION FROM	<u> </u> (country)
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confirm

YES	FULL STRONG	(country)
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correct and elaborate

#NO "wave-no"	ME	HALF (country), HALF (country) CONFLICT++ [MANY] (list countries) LITTLE-BIT (country), STRONG (another country) MY FATHER (country), MY MOTHER (country)
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GRAMMAR:

when clauses
phrasing for sequencing events
contrastive structure
possessive forms: POSS, 'S
descriptive and locative
classifiers (Breakaway)

SIGN ILLUSTRATIONS:

BE-RAISED (see p. 76)
GO-UP-YEARS (see p. 76)
LATER-ON (see p. 76)
BEFORE-EVENT (see p. 84)
GENERATION (see p. 88)
FICTIONAL (see p. 104)

ASL III: 5th Grading Cycle

*****Ongoing use of all Interpersonal, Interpretive, & Presentational Expressive and Receptive methods throughout the year!*****

1. Signing Naturally Unit 16: Describing and Identifying Things

a. Describing Things Around Us

EQ: Can you use appropriate classifiers to describe items in your environment?

b. Money Number Signs

c. EQ: Can you use correct number signs related to money?

d. Storytelling

EQ: Can you understand and tell stories using correct grammar?

e. Vocabulary Review

EQ: Can you express and receive information using the new vocabulary?

VOCABULARY:

materials

WOOD
METAL
RUBBER
fs-PLASTIC
GLASS
FABRIC
PAPER
fs-CLAY
fs-CERAMIC

food-related signs

food signs for specific dishes
MASH
BOIL
BAKE
FRY/COOK
fs-FRY
MIX
ICL "fold"
fs-POACH

opinions of food

VOMIT
#EEK
GREASY
BITTER
!SPICY-HOT!
!SWEET!
TASTE AWFUL
STRANGE

meals

EAT+MORNING
EAT+NOON
EAT+NIGHT

money numbers: \$1.01 to \$9.99
(#)+DOLLAR for multiples of 5
time signs for different
frequencies (Breakaway)

SENTENCE STRUCTURES:

describe object

(name of object)	(material)	DCL "shape, size, texture, design" (color)	ICL "how to handle object"
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ask what a word means

fs-(word), #WHAT+THAT-ONE	whq
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define by how it looks

KNOW [POSS (origin)]	fs-NOODLE HAT (furniture)	DCL [ICL] [THAT-ONE]
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define tool

KNOW	[ALMOST SAME-AS (other tool)]	DCL "tool" ICL "use tool" [FOR (purpose)] [THAT-ONE]
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define toy

<u>t</u>	<u>nod</u>
KNOW fs-TOY, DCL' <i>describe toy</i> ', [ICL' <i>use toy</i> '], [THAT-ONE]	

define appliance

<u>t</u>	<u>nod</u>
KNOW (describe function) DCL' <i>appliance</i> ' [ICL' <i>use appliance</i> '] [THAT-ONE]	

describe food by how it is made

(which meal) (origin of dish)	(main ingredient) (type of food)	DCL LCL ICL	(added ingredient)	ICL LCL DCL
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GRAMMAR:

descriptive classifiers for shapes, patterns, textures
instrument classifiers
weak hand as reference
topic-comment structure
non-manual markers: "oo", "mm", "cha"

ASL III: 6th Grading Cycle

*****Ongoing use of all Interpersonal, Interpretive, & Presentational Expressive and Receptive methods throughout the year!*****

1. Signing Naturally Unit 17: Talking About The Weekend

a. Narrating About Weekend Activities

EQ: Can you successfully tell about your weekend using correct signs and grammar?

b. Three-Digit Numbers

EQ: Can you successfully use and understand larger numbers?

c. Legends

EQ: Can you understand and tell your own story?

d. Vocabulary Review

EQ: Can you successfully use your new vocabulary?

2. Signing Naturally Units 13-17: Cumulative Review

a. Getting, Directing and Maintaining Attention

EQ: Can you use correct actions accepted by deaf culture related to attention?

b. Controlling the Pace of Conversation

EQ: Can you comfortably direct the pace of a conversation?

c. Resuming the Conversation

EQ: Can you comfortably and correctly resume the conversation?

d. Getting Help with Spelling of Names

EQ: Can you comfortably ask for help when needed with spelling?

e. Drama

EQ: Do you appreciate and can you convey to others the joy of Deaf theater?

f. Vocabulary Review

EQ: Can you successfully express and receive information using all vocab. up to this point?

VOCABULARY:

seasons

AUTUMN
WINTER
SPRING
SUMMER
YEAR-ROUND

weekend activities

seasonal tasks and activities
events
short trips

time signs

fs-WEEKEND
WEEK+END
#FS+SUNDAY

feelings about activities

FEEL+GOOD
FEEL+"thumb up"
SO-SO
BORED
BEAR-WITH
THRILLED
POOPED-OUT
WORN-OUT
DIRTY "all over"
fs-STIFF

opinions

HARD
HELL
NOT-CARE-FOR

disruptions and disasters

weather
health problems
car problems
house problems
personal reasons
job-related reasons

feelings about disrupted plans

#UPSET
PISS+#OFF
FRUSTRATED
DEPRESSED
MAD
BITTER
DON'T-CARE
HAPPY, RELIEVED
"snap fingers"
"pshaw"
DARN

other

#BUSY
IN-GEAR
MESS-UP
FINISH TOUCH
FIRST-thumb+TIME
[(wh)5/IX-mult]
local sights
and attractions

numbers:
120-1,000

SENTENCE STRUCTURES:

ask about the weekend

(time sign) [PAST] WEEK+END fs-WEEKEND PAST+#FS+SUNDAY	(person)	<u>whq</u> (2h)#DO++ <u>q</u> ENJOY <u>q</u> "well" <u>q</u> GOOD
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respond, describe activities over the weekend

(response) YES, [GOOD] SO-SO "well" #OK+ <u>puff</u> AWFUL	(time sign) PAST+FRIDAY PAST+SATURDAY PAST+SUNDAY	(part of day) ALL-MORNING ALL-AFTERNOON ALL-NIGHT ALL-DAY	(person)	(activity)	<u>when</u> FINISH	(next activity)	(feeling) (opinion) !TIRED! ENJOY	(repeat for next day of weekend)
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GRAMMAR:

temporal sequencing: FINISH with when clause
time signs with durative aspect
element classifiers (Breakaway)

FOCUS:

Students are exposed to Deaf cultural behaviors, values and norms, including how to get and direct attention, how to resume a conversation, and how to control the pace of conversation. In role-play situations, they practice sharing relevant information to make connections between people and promote continuity.

VOCABULARY AND PHRASES:

ANYWAY, THAT-ONE. . .

whq
JUST-NOW ME SAY #WHAT

ANYWAY, ME [OFF-POINT] BACK-TO-POINT
[THAT-ONE]. . .

q
REAL/TRUE

q
RIGHT

q
QMwg

GRAMMAR:

confirming questions
locative classifiers
descriptive classifiers
instrument classifiers

ASL 3	12:5 - 12-7 no separate vocab.	#dog Wolf Baby goat
12:1	12:8	
Decide		
Cold	Lion	
Person + self	Mouse	
Smooth	Look-for	
Sew++	Sleep!	
Use-cont	Wake-up	
Wear-out	Hungry	
Scissors	Zoom-away	
Comfortable	Later-on	
	Rope	
12:2	Be-tuck	
	(2h)yell+	
Take-away	!hear!	
Put-on	flee/escape	
Add-on	From-now-on	
Ugly	Best-friend	
!new!		
Old+fashion	12:9	
Fs- style		
Too-plain	Be-exceptional-in	
Friy	Flatter	
Better	Shampoo	
(2h)F "perfect"	Weight-decrease	
Pretty	Suppose	
	Name-you	
12:3	Queen	
	Be-let-down	
Fox	something/someone	
Thirsty	Belive	
Full	To-trust	
Be-angry		
Cow	12:10	
Grass		
Thank-you	Bug	
Be-ready++	Fox	
From-now-on	Bird	
	Scorpion	
	Frog	
	Goat	

Unit 13

GARAGE
FENCE
STAIRS
FRONT DOOR
FRONT ENTRANCE
SWIMMING POOL
A/C
FURNITURE
WOOD
BRICK
ROCK
GLASS
LIVING ROOM (2)
KITCHEN (2)
BEDROOM
BATHROOM
DINING ROOM
FAMILY ROOM
WASH (LAUNDRY)
CLOSET
COUCH
COFFEE TABLE
ROCKING CHAIR
FIREPLACE
TV
PIANO
SHELVES
SINK
STOVE
REFRIGERATOR #REF
FREEZER
DISHWASHER
CABINET
COUNTER/BAR
CEILING FAN
MICROWAVE
BED
DRESSER
DESK MIRROR
PHONE

BEDSPREAD/COMFORT
ER
BLANKET
PILLOW
BATH TUB
SHOWER
TOILET
TOWEL
SOAP
TISSUE (KLEENEX)
PICTURE + PAINT
(PAINTING)
CURTAINS
BLINDS
LAMP
FOLDING CHAIR
FILE FOLDER
TAPE
STAMP
ENVELOPE
DICTIONARY
SCISSORS
ERASER
RUBBER
PHONE BOOK
VHS/VIDEOTAPE
PICTURE (FRAME)
CALENDAR
SHOE POLISH
SCREWDRIVER
NEWSPAPER
PENNY
BROOM/SWEEP
VACCUUM
MATCH
CANDLE
NAIL CLIPERS
KEYS
SWEING THREAD
SAFETY PIN
DIAPER PIN
MAGAZINE
#TTY

CAPTIONS
UMBRELLA
ASPIRIN
CLOCK
CAMERA
PHOTO ALBUM
SLEEPING BAG
CHANGE
TRADE/EXCHANGE
MOVE
THINGS/REARRANGE
RENOVATE
EMPTY/NOTHING
THROW-OUT/GET-RID-O
F
#ALL
ALL
MOST
MANY
SOME
FEW
NONE
GONE
SEARCH
LOST FIND

Opinions:

COMFORTABLE
NICE
#COZY
ROOMY

Sizes:

LARGE (LUCH)
BIG (CHA)
AVERAGE (MM)
SMALL (OO)

FS List:

ROOF
YARD
PORCH
ATTIC
RUG
STOVE
SINK
DESK
GLUE
NAIL
TV GUIDE
BILLS

CL: see pg 12 in SN
Teacher book

Unit 14	EVERY-AFTERNOON
PAIN/ACHE	
CRAMP	EVERYDAY
COUGH COLD (illness)	EVERY-WEEK
SORE-THROAT	EVERY-MONTH
SCRATCH/ITCHY	EVERY-HOUR
SWOLLEN	ALL-MORNING
TIRED	ALL-NIGHT
CAN'T+SLEEP+toss &	ALL-DAY
turn	ALL-WEEK
UPSET-STOMACH	ALL-MONTH
VOMIT	UP-TIL-NOW
DIZZY	BITE
DIARRHEA	LICK
RASH (2)	"meow"
RUNNY-NOSE	"bark"
NOT FEEL GOOD	fs-HAIR FALL-OUT
FEEL LOUSY	JUMP-ON
WOW	SPILL
AWFUL	BE-LOST
"pshaw"	STEAL
MEDICINE	NOISE
TAKE-PILL	BREAK
TAKE-LIQUID-MED.	AFRAID
	COMPLAIN
SICK-OF	PHYSICAL-FIGHT
TOO-CLEAN	
SPEND-MONEY-FAST	FORGET
LEAVE-ALONE	TAKE-FROM
NOSEY	TATTLE
BE-BEHIND-IN	CRY
COMMUTE	YELL
BORROW	LIE
LATE	QUARREL
GO-OUT	MISCHIEVOUS
BE-BROKE	
POSTPONE	
PREPONE	
ROOMMATE	
GOSSIP	
EVERY-MORNING	
EVERY-NIGHT	

Unit 15

BE-RAISED/GROW-UP
GRADUATE
FALL-IN-LOVE
PREGNANT (2)
BORN
MOVE-TO
OFFER/PROMOTE/SUGG
EST
TRANSFER
PRINCIPAL
CAR-ACCIDENT
RETIRED
SETTLE-DOWN/CALM-D
OWN
DIED
LAID-OFF
BURN-DOWN
DROP-OUT/QUIT
TAKE-UP
TEST
PASS
LICENSE
ESCAPE
MESS-UP
SOLDIER
 ARMY
 NAVY
 MARINES
 AIR-FORCE

Dates:

JAN
FEB
MARCH
APRIL
MAY
JUNE
JULY
AUG
SEPT
OCT
NOV
DEC

YEARS....

FROM
ITSELF
HAPPEN
WRONG
ABOUT
(THEREABOUT/APPROXI
MATE/AROUND)
LIE

KILL++
WAR
GENERATION
FULL
HALF
CONFLICT
STRONG
100%
COUNTRY
UP-TILL-NOW
LATER(2)
BEFORE
EVENT

Unit 16
SUGAR
FLOUR
fs-OIL
POWDERED SUGAR
VANILLA (2)
SALT
PEPPER
CINNAMON
KETCHUP
BUTTER
BACON
CHEESE
WOOD
METAL
RUBBER
fs-PLASTIC
GLASS
FABRIC
PAPER
fs-CLAY
fs-CERAMIC
MASH
BOIL
BAKE
FRY/COOK
fs-FRY
MIX
fs-POACH
EGG
VOMIT
#EEK
BITTER
!SPICY HOT!
!SWEET!
TASTE AWFUL
STRANGE
BREAKFAST
LUNCH
DINNER/SUPPER
\$1.00-\$9.00
DOLLAR
CENT

SALAD
HAMBURGER
FISH
MELON
MAYO
MUSTARD
LETTUCE
MUSHROOM
TURKEY
fs-HAM
TOMATO
ONION
GREEN ONION
ORANGE
PINEAPPLE
CHERRY
GRAPE
BANANA
fs-YOGURT
NUT
HOT-DOG (2)
fs-CORN+BREAD
CHINA/CHINESE
CHICKEN
PORK
BEEF
VENISON
fs-TOFU
CARROT
fs-BROCCOLI
SOUR fs-CREAM
EVERY-HOUR
EVERYDAY
OFTEN
EVERY-(day of the week)
WEEKLY
ONCE+WEEKLY
TWICE+WEEKLY
SOMETIMES
EVERY-TWO-WEEKS
MONTHLY
ONCE-IN-A-WHILE
ONCE-IN-A-LONG-TIME

ONCE-YEAR
EVERY-SIX-MONTHS
EVERY-TWO-MONTHS
EVERY-THREE-MONTHS
NEVER

ICL: "chop"
ICL: "slice"
ICL: "grate"
ICL: "pour dressing over"
ICL: "sprinkle"
ICL: "roll"
ICL: "spread on"
ICL: "fold"

Unit 17
AUTUMN/FALL
WINTER
SPRING
SUMMER
YEAR-ROUND
WEEKEND
FEEL+GOOD
FEEL+"thumbsup"
SO-SO
BORED
BEAR-WITH
THRILLED
POOPED-OUT
WORN-OUT
#FUN
DIRTY
fs-STIFF
HARD
HATE/LOATHE
DON'T-CARE
NOT-CARE-FOR
#UPSET/UPSET
FRUSTRATED
DEPRESSED
MAD
BITTER
HAPPY
RELIEVED
DARN
"Snap fingers"
#BUSY
IN-GEAR/ORGANIZED
MESS-UP
TOUCH-FINISH
1ST-9TH
Tasks around the house
"Taking it easy"
"Busy as a bee"
SHOPPING
SEWING
WASHING/CLEANING
"Washing clothes"

Recreation
GAME WATCH
"Playing cards"
BASKETBALL(2)
BASEBALL
FOOTBALL(3)
SKATING
SWIMMING
TENNIS
SKIING
CAMPING
FISHING
HUNTING
BOATING
EXERCISING
TANNING

Tasks around the house
(cont.)
RENOVATE
FIX
BUILD (2)
SCRAPE
PAINTING
TRIMMING
PRUNING
MOWING
RAKING
SHOVELING
SOWING/PLANTING

Holidays
HOLIDAY/VACATION
EASTER(2)
HALLOWEEN
THANKSGIVING(2)
CHRISTMAS
HANUKKAH

Special occasions
PARTY
GRADUATION

WORKSHOP
PERFORMANCE
PARADE
WEDDING
CELEBRATION
TOURNAMENT
CARNIVAL/AMUSEMENT
PARK

Weather
SNOW(2)
RAIN
WINDY
TORNADO (2)
F-O-G

Health
SICK (2)
EMERGENCY
GO-TO HOSPITAL

Car problems
BATTERY DEAD
FLAT TIRE
OVERHEATED
"Blew a gasket"
BROKE-DOWN
"Broke into"
CRASH

House problems
FLOOD
LEAK
BREAK+IN
FIRE
POWER OUTAGE

Personal Problems
CONFRONTATION
DROP PLANS
BREAK-UP
LOST MONEY
LOST KEYS

LOST TICKET

Work Problems

BEHIND in WORK

LAID-OFF

FIRED