Teaching American Sign Language as a foreign language: a Level 1 curriculum

Joanna Brown
Teaching American Sign Language as a Foreign Language: a Level 1 Curriculum

By:
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Advisors:
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Rochester, New York
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Rochester, New York

May 16, 2000
Teaching American Sign Language as a Foreign Language: a Level 1 Curriculum

Master’s Project

Submitted to the Faculty
of the Master of Science Program in Secondary Education
of Students who are Deaf or Hard of Hearing

National Technical Institute for the Deaf
ROCHESTER INSTITUTE OF TECHNOLOGY

By

Joanna Brown

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Approved:

(Patricia A. DeCaro, Project Advisor)

(Dr. Gerald Bateman, Program Director)
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Patricia A. DeCaro, NTID Rochester, NY; Lisa Johnston, University of Rochester Rochester, NY; Gerry Bateman, NTID Rochester, NY; Marty Nelson-Nasca, BOCES # 1 Monroe County Rochester, NY; and Michael Herr & Calvin for their continuous support and enthusiasm.
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Overview

This curriculum contains unit plans for teaching one semester of ASL as a foreign language. The unit plans have been designed for teaching middle school aged students and are based on the New York State guidelines for teaching ASL as a foreign language.

Each unit plan includes objectives/goals, procedures, activity options, extensions, assessment and evaluation suggestions, and references, resources, and materials. In addition, the unit plans include ways to integrate technology and Deaf community resources into the lessons and the learning.

The following unit plans have been designed for use as a guideline for teachers of ASL. They can be altered and adapted, as needed, to fit the target age group or the class composition. By increasing or reducing the complexity of the lessons or activities, these unit plans can be used to teach elementary through college-age students.

This curriculum has been designed to teach ASL from a Deaf culture perspective. Therefore, the units are designed to be taught using ASL without spoken English support. As one becomes familiar with the units, it will become clear that when teaching certain ideas/concepts the use of spoken English alone may be useful (this will depend on the ASL skills of the students and the complexity of the topic).

A resources, references, and materials list can be found in each unit. This list can be used as a guide to finding materials, books, videotapes, and web sites that will be useful while teaching the units. This curriculum is designed to be used in the sequential order of the units; however, it is suggested that teachers use this curriculum as a guideline and adjust it to fit their specific needs. The procedures and activity options provided in the units are simply suggestions, whereas the objectives/goals have been derived from the New York State guidelines for teaching ASL. For example, the curriculum does not include homework assignments. This is because it is difficult to predict what will be covered on a daily basis; hence, teachers should determine homework based on what was covered in class and on the needs of the students.

This curriculum incorporates vocabulary and grammar skills as well as Deaf culture, Deaf history, and ASL literature. An additional section of the units is called Extensions. The Extensions section includes suggestions for applying concepts and using information in either a hands-on or in a student-centered way. The units will include lessons and/or activities that incorporate the items listed above.
List of Identifiers for Reference When Using this Curriculum

- Words written in all capitalized letters indicate an ASL GLOSS. This means that these words are suggested vocabulary to be taught by the teacher.

- Phrases written in capitalized letters that contain words separated by a hyphen indicate an ASL phrase or a series of signs that should be taught together
  
  Ex. YOU-NAME-WHAT
UNIT 1
Introductions

Unit Objectives / Goals

a. Vocabulary / Grammar

**Students will be able to:**
1. Introduce oneself
2. Ask for another student’s name
3. Offer biographical information
4. Ask for biographical information
5. Identify general classroom vocabulary
6. Use appropriate grammar
7. Differentiate between SAME and DIFFERENT in terms of signs and shapes
8. Count from 1-10
9. Use correct facial expressions for Wh-questions and Yes/No questions

b. Cultural Knowledge

**Students will be able to:**
1. Produce and recognize appropriate attention-getting behaviors

c. Extensions
   - Whole class discussion about experience, exposure, and/or misconceptions about Deaf people

d. Assessment / Evaluation
   - Receptive and/or expressive evaluation
   - Informal performance based observations

e. Resources / References / Materials
   1. Teacher-made materials
   2. Pictures of classroom objects (can use a computer program)
   3. Explanation of attention-getting behaviors
      Possible source: *Vista Signing Naturally-Level 1* p. 70
### a. Vocabulary / Grammar:

<table>
<thead>
<tr>
<th>GOAL</th>
<th>PROCEDURES</th>
<th>ACTIVITY OPTIONS</th>
</tr>
</thead>
</table>
| Introduce oneself                   | - Teacher will demonstrate vocabulary and word order:  
  - **Ex. YOU-NAME-WHAT**  
  - **ME-NAME-NICE-MEET-YOU**  
  - Teacher will observe, assist, and correct student’s sign and grammar production | - Students can work in pairs and exchange introductions by having mini-conversations  
  - Teacher can establish what should be included in the mini-conversations  
  - Students can rotate partners every 2 minutes and practice introducing themselves to all members of the class |
| Identify names                       | - Teacher will fingerspell student’s names  
  - Students will be identified and asked to try to recognize their own name being spelled | - Play a name game encouraging students to fingerspell and identify each other’s names |
| Offer biographical information      | - Teacher will begin to introduce biographical information to students including the vocabulary signs for:  
  - **BOY, GIRL, HEARING, DEAF, student’s city and state of residence, SCHOOL, school name** | - Teacher can demonstrate the new signs by making comparisons between teachers and students  
  - **Ex. DEAF/HEARING GIRL/BOY**  
  - Students can engage in mini-conversations and practice both new and old vocabulary including:  
    - **Own name- fingerspelling and identifying, NAME, GIRL, BOY, DEAF, HEARING, SCHOOL, school name, city and state of residence** |
| Identify classroom related vocabulary | - Teacher will introduce the following vocabulary:  
  - **DOOR, WINDOW, TABLE, FLOOR, CHALKBOARD, PEN, PENCIL, PAPER, BOOK, TEACHER, STUDENT, BATHROOM, CHAIR, LIGHT** | - Teacher can create a labeling activity for objects in the room  
  - **Ex. Can use a computer program such as Boardmaker to access pictures of objects which can then be labeled**  
  - Teacher can incorporate fingerspelling identification practice and spell and/or sign the names of the objects  
  - Teacher can also incorporate student’s names together with the object names for more practice |
| Discriminate between same/different | - Teacher will use objects, pictures, signs, and/or signed shapes in the air to teach the concept of same/different | - Teacher will sign and students will determine if the signs, shapes and/or words are same or different  
  - Teacher can include fingerspelling |
<table>
<thead>
<tr>
<th>Challenge Idea:</th>
<th>Challenge Idea:</th>
</tr>
</thead>
<tbody>
<tr>
<td>o Using the signs WINDOW and DOOR the teacher can produce these signs in different orientations and ask students if the signs are same or different (this activity will reinforce accurate sign production and discrimination)</td>
<td>o Using the signs WINDOW and DOOR the teacher can produce these signs in different orientations and ask students if the signs are same or different (this activity will reinforce accurate sign production and discrimination)</td>
</tr>
</tbody>
</table>

- The teacher can conduct a large assessment at this point in the unit or can divide the aspects of the unit thus far into several smaller assessments.
- The assessment could be part receptive and expressive or all receptive.
- The assessment should include all vocabulary introduced thus far as well as the grammar taught.
  - For an expressive assessment option the teacher can informally observe students in mini-conversations and assess their expressive and receptive skills.

<table>
<thead>
<tr>
<th>Counting from 1-10</th>
<th>Counting from 1-10</th>
</tr>
</thead>
<tbody>
<tr>
<td>o Teacher will demonstrate the signs for numbers 1-10</td>
<td>o Students can work together in small groups or the class can work as a whole and can add numbers together (ranging from 1-10) (teacher will also need to teach the sign for ADD for this activity)</td>
</tr>
<tr>
<td>o Teacher can use objects to represent different quantities or can write the numbers on the chalkboard</td>
<td>o Students can work together in small groups or the class can work as a whole and can add numbers together (ranging from 1-10) (teacher will also need to teach the sign for ADD for this activity)</td>
</tr>
<tr>
<td>o Students should copy and repeat the signs introduced by the teacher</td>
<td>o Students can work together in small groups or the class can work as a whole and can add numbers together (ranging from 1-10) (teacher will also need to teach the sign for ADD for this activity)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ask for and offer more biographical information</th>
<th>Ask for and offer more biographical information</th>
</tr>
</thead>
<tbody>
<tr>
<td>o Teacher can introduce the sign for AGE and how to sign a specific age (only using numbers 1-10) Ex. OLD-YOU</td>
<td>o Students can engage in mini-conversations and exchange more biographical information including: age (only using numbers between 1-10), and phone numbers</td>
</tr>
<tr>
<td>Ex. PHONE-NUMBER-WHAT</td>
<td>o Practice old and new biographical signs using an informational card activity where students choose a card that has biographical information on it and sign the information to another student. If conducting a whole class activity, use some cards that contain the same information on them and encourage students to practice their receptive skills by raising their hand when one student signs the same information that he/she has on his/her particular card. If conducting a whole class activity, use some cards that contain the same information on them and encourage students to practice their receptive skills by raising their hand when one student signs the same information that he/she has on his/her particular card.</td>
</tr>
<tr>
<td>o Teacher can introduce how to sign a phone number and the way to request a phone number Ex. PHONE-NUMBER-WHAT</td>
<td>o Students can engage in mini-conversations and exchange more biographical information including: age (only using numbers between 1-10), and phone numbers</td>
</tr>
<tr>
<td>o This is also a good time to have students integrate the new biographical signs they have been taught with the ones that they already know</td>
<td>o Students can engage in mini-conversations and exchange more biographical information including: age (only using numbers between 1-10), and phone numbers</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Correctly use facial expressions Wh and Y/N</th>
<th>Correctly use facial expressions Wh and Y/N</th>
</tr>
</thead>
<tbody>
<tr>
<td>o Most likely some introduction of facial expression will have already taken place because students have been taught how to ask and answer some questions thus far</td>
<td>o Teacher can use facial expressions without signs and students can write down the words that those expressions correspond to</td>
</tr>
<tr>
<td>o Teacher can review the proper facial expression</td>
<td>o Teacher can give the students a worksheet with a list that says Wh</td>
</tr>
</tbody>
</table>
b. Cultural Knowledge

| Identification and production of attention-getting behaviors | Teachers can demonstrate different types of attention-getting behaviors  
Students will be asked to identify if each behavior is right (appropriate) or wrong (inappropriate)  
- This is also a good time for the teacher to introduce the signs for RIGHT and WRONG.  
- Behaviors to be demonstrated:  
  - Screaming in a Deaf person's ear—wrong  
  - Blinking the lights—right  
  - Waving—right  
  - Tapping on shoulder—right  
  - Pushing or punching the Deaf person—wrong  
  - Jumping up and down—wrong  
  - Whistling—wrong  
  - Snapping—wrong  
  - Tapping the table—right |

- In conjunction, teacher can teach the signs listed above

- The teacher will sign sentences and, on the worksheet, the students will circle which type of facial expression was used by the teacher

c. Extensions

| Students will have a chance to express themselves and participate in some student-centered learning and discussion | Teacher can pose a question to the students regarding their previous experience, exposure, and/or misconceptions with or about Deaf people. This will give the students some time to discuss things they know or want to know more about.  
- The teacher can initiate the topics and allow the students to carry the conversation  
- This is a good time for the teacher to find out if any of the students have Deaf friends or relatives (this extension can be conducted in ASL or in spoken English [with an interpreter, if needed] depending on the skill level of the students)

- A final unit assessment can be conducted at this time, if necessary
UNIT 2
Daily Life

Unit Objectives / Goals

a. Vocabulary / Grammar

Students will be able to:
1. Describe daily routine
2. Describe daily activities
3. Describe basic parts of a schedule and calendar including days, weeks, months, and seasons
4. Describe past, present, and future tense in relation to the calendar
5. Describe basic parts of the weather
6. Describe feelings
7. Identify and produce numbers 11-20

b. Cultural Knowledge

Students will be able to:
1. List, identify, and describe how to use assistive devices for Deaf and Hard of Hearing people
2. Describe how to use the Relay system
3. Identify common TTY language

c. Extensions

- Students will use the Internet to research for other TTY language
- Students will use the Internet to search for companies that sell assistive devices for Deaf and Hard of Hearing people. Students can be asked to make a list of devices that they found. Lists can include information such as name of product, cost, use, etc.

d. Assessment / Evaluation

- A receptive and expressive assessment should be conducted regarding the calendar and schedule
- A receptive assessment should be given on numbers
- A final unit assessment could be given if necessary

e. Resources / References / Materials

1. Teacher-made materials
2. Calendar
3. Assistive devices
   - Web sites such as:
     1. www.harriscomm.com
     2. www.auditechusa.com
     3. www.marilynelectronics.com
4. TTY language and information
- Web sites such as:
  1. www.achi.state.az.us/Tidbits.html
  2. www.zak.co.il/deaf-info/old/tty_faq.html#tdd-stds
     (scroll down to the abbreviations section)
  3. www.access-able.com/relay.html
  4. www.phone-tty.com

5. Internet access
a. Vocabulary/ Grammar:

<table>
<thead>
<tr>
<th>GOAL</th>
<th>PROCEDURES</th>
<th>ACTIVITY OPTIONS</th>
</tr>
</thead>
</table>
| Describe daily routine | - Teacher will demonstrate how to describe a daily routine  
- This can start with the teacher teaching the signs MORNING-DO  
- Following this, the teacher can demonstrate the remainder of the morning daily routine. This will most likely include vocabulary words such as: WAKE-UP, SHOWER, BRUSH-TEETH, EAT, RIDE-BUS, ARRIVE SCHOOL  
- Teacher will introduce the sign FINISH in the daily routine and show students how to use FINISH after each part of the routine  
- Teacher can ask students SCHOOL-FINISH-DO This is a good time to introduce signs such as HOMEWORK, WATCH-TV, EAT, DINNER, SLEEP | - Students can ask each other their daily routines and practice describing them  
- Students can write down their routines on a card and then trade cards with other classmates. This will give all of the students an opportunity to practice signing the new vocabulary in a different way. |
| Describe daily activities (this can be joined to the daily routine lesson) | - Teacher can discuss activity vocabulary related to school and/or to the weekend  
- Teacher can demonstrate the signs WEEKEND-DO | - Same activity options as above |
| Describe parts of a calendar/schedule and tense related to the calendar | - Teacher will introduce the concept of the calendar and the sign CALENDAR  
- Teacher can demonstrate the signs for the days of the week  
- Teacher can demonstrate the signs and the accompanying facial expressions for YESTERDAY, TODAY, TOMORROW  
- Teacher can introduce the signs related to past weeks, this week, and future weeks as well as WEEK, EVERYDAY, ALL DAY, EVERY MONDAY etc., and other calendar related signs  
- Teacher can introduce as much calendar related vocabulary as he/she wants including signs for FALL, WINTER, SPRING, | - This is a good time for the class to practice the new signs by the teacher asking each student questions for example:  
  - TOMORROW-DAY-WHAT  
  - TOMORROW-DO  
  - YESTERDAY-DO  
- This can also be combined with the daily routine vocabulary  
- This is a good time for the teacher to develop an activity related to what has been demonstrated and what seems to need the most practice  
  - Ex. Have students develop their own calendars and describe/sign them to each other |
**SUMMER, for months, and for YEAR**

- Teacher should develop an activity that combines the weather related signs with the calendar signs
  - Ex. Develop a board game where the class plays as a group and the place where they land on the board determines what they have to sign

- A receptive and expressive assessment could be given at this point
  - This can include the teacher signing to the students for a written quiz/test and the students signing 1 on 1 with the teacher

| Identify and produce numbers 11-20 | Teacher will demonstrate the signs for numbers 11-20
|------------------------------------|--------------------------------------------------|
| Students will copy the signs for practice
| Teacher will review the sign for ADD and teach the sign for SUBTRACT

- Teacher can practice adding or subtracting numbers 1-20 with the students
- Students can add numbers 1-20 to the class calendar and combine the signs with the calendar vocabulary

- A receptive quiz should be given at this point in which the teacher signs and the students either answer questions (on their quiz papers) or write down what the teacher signs

| Describe feelings | Teacher will demonstrate how to describe feelings by introducing the sign for FEEL
|--------------------|--------------------------------------------------------------------------------------------------|
| Then, in order for students to respond, the teacher will demonstrate other signs and expressions related to feeling while showing pictures for clarification.
| LIKE, DONT-LIKE, GOOD, BAD, HAPPY, SAD, MAD, ENJOY, HURT, BORED
| Students can practice these signs by asking each other- FEEL?
| Teacher can arrange pictures of faces with different expressions showing feeling. Students can be asked to sign what is being shown on each face in a mini-conversational situation

**b. Cultural Knowledge**

<table>
<thead>
<tr>
<th>Identify assistive devices used by Deaf and Hard of Hearing people</th>
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</thead>
<tbody>
<tr>
<td>Teacher will bring various assistive devices to the classroom and show and describe their function to the students</td>
</tr>
</tbody>
</table>
| Items can include:
| TTY, flashing alarms, flashing smoke detectors, flashing doorbells, flashing baby monitors, hearing aids |

<table>
<thead>
<tr>
<th>Use the Relay system</th>
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</thead>
<tbody>
<tr>
<td>Teacher will introduce the concept of the Relay system and describe how it works</td>
</tr>
<tr>
<td>The teacher should be sure to point out that the Relay operator uses both the TTY and the phone to facilitate the conversation.</td>
</tr>
<tr>
<td>Teacher can divide students into 3 groups, a Deaf group, a hearing group, and a Relay operator group. The Deaf group will use the TTY and the hearing group will use a telephone</td>
</tr>
<tr>
<td>The teacher will describe the relay process and have the students do a</td>
</tr>
</tbody>
</table>
mock demonstration if a Deaf person was calling a hearing person and vice versa

- If possible, have students practice making and receiving a Relay and/or TTY call

<table>
<thead>
<tr>
<th>Use a TTY</th>
<th>Teacher will introduce a list of commonly used TTY terms such as: QQ, SK, GA, ILY, HD, PLS, etc.</th>
<th>If students do have the opportunity to make a TTY call, they can practice using these terms</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Assessment regarding assistive devices can be included in a final unit assessment or a quiz could be given at this point</td>
<td></td>
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</tbody>
</table>

**c. Extensions**

<table>
<thead>
<tr>
<th>Use the Internet for Deaf Culture-related research</th>
<th>Students can use the Internet to research for other TTY terms</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Students can use the Internet to search for companies that sell assistive devices for Deaf and Hard of Hearing people. Students can make a list of devices that they found on the Internet that they had not yet learned about.</td>
</tr>
</tbody>
</table>
UNIT 3
Family

Unit Objectives / Goals
a. Vocabulary / Grammar

Students will be able to:
1. Describe their family
2. Describe position and number of family members on their hand
3. Describe family relationships
4. Describe parent occupations and attach the “person” ending suffix – “ER”
5. Recognize differences in sign meaning when facial expression is changed
6. Demonstrate and recognize ordinal numbers 1st-9th

b. Cultural Knowledge

Students will be able to:
1. Discuss well-known Deaf families in history
   - Cogswells
   - Gallaudets
2. Describe these families using their non-dominant hand and explain the family relationships
3. Recognize ABC stories and number stories and create a short number story (1-5)

c. Extensions
   - Parents will be invited to the classroom for a special ASL-family night and the parents will learn how to describe their families using ASL

d. Assessment / Evaluation
   - Receptive and Expressive assessments for the family topic
   - Informal participation assessments for other classroom activities

e. Resources / References / Materials
1. Teacher-made materials
2. Internet access
3. Books
   - Titles such as:
     a. Deaf Heritage – easy/moderate reading
     b. Great Deaf Americans – easy reading
     c. When the Mind Hears – difficult reading
     d. A Place of Their Own – easy/moderate reading
     e. A Study of American Deaf Folklore – moderate/difficult reading
4. Videotapes of ABC stories
   - Titles such as:
     a. Vista Signing Naturally Level 1 and Level 2
b. The Haunted House by Ben Bahan
### a. Vocabulary / Grammar

<table>
<thead>
<tr>
<th>GOALS</th>
<th>PROCEDURES</th>
<th>ACTIVITY OPTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe family</td>
<td>- Teacher will demonstrate signs for family members such as: MOTHER, FATHER, SISTER, BROTHER, SON, DAUGHTER, GRANDMOTHER, GRANDFATHER, AUNT, UNCLE, COUSIN (male &amp; female), PARENTS, GRANDPARENTS</td>
<td>- Students will practice the signs by copying the teacher</td>
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<td></td>
<td></td>
<td>- Students will have mini-conversations with each other and practice describing their immediate families</td>
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<td></td>
<td>Combined with the activity options above, describe immediate family using non-dominant hand</td>
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<td></td>
<td></td>
<td>o Ex. 4 family members: 1st finger = father 2nd finger = mother 3rd finger = self 4th finger = sister</td>
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<tr>
<td></td>
<td></td>
<td>(This type of activity can be used again later and combined with age, name, and job information)</td>
</tr>
<tr>
<td>Describe position and number of family members</td>
<td>- Teacher will demonstrate how to sign the number of family members one has and how to list them on the non-dominant hand (This can be combined with the above goal)</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Students will practice describing family relationships with each other</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Teacher can create example families for students to use for signing practice (this is helpful because signing ones own family becomes simple and only requires students to use certain signs)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>In addition, this activity could include the names and ages of the family members</td>
</tr>
<tr>
<td>Describe family relationships</td>
<td>- Teacher will show students how to use the signing space to show that the information related to a specific person should only be signed in that space. o Ex. Identify MOTHER and FATHER and then refer back to either side of the signing space to describe other family members related to the mother or father (i.e. Grandparents, aunts, etc.)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Students will practice describing family relationships with each other</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>In addition, this activity could include the names and ages of the family members</td>
</tr>
<tr>
<td>Describe parent occupations</td>
<td>- Teacher will ask each student their parents’ occupations o Teacher will show the signs for these occupations o Teacher will demonstrate how to add the person suffix to a sign o Ex. WORK + ER = WORKER o PAINT + ER = PAINTER o LEARN + ER = STUDENT o WRITE + ER = AUTHOR</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Students will practice signing their family members and include occupation information and/or place of employment</td>
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<td></td>
<td></td>
<td>Teacher can create a list of businesses in which students’ parents work. From this list, students can work together and practice their expressive and receptive skills</td>
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<tr>
<td></td>
<td></td>
<td>Students will practice adding the person suffix when they describe their family members’ jobs</td>
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<tr>
<td></td>
<td></td>
<td>Project: Students can create family</td>
</tr>
</tbody>
</table>
trees and can use pictures of the signs that equate to each family member's title instead of using the English words (for labeling)

- At this time, the teacher can incorporate age, name, birth date, and/or place of residence into the family description activities (Although all of these sign categories have not yet been taught, the teacher should feel free to incorporate whatever he/she feels appropriate)

- An assessment of the family signs should be conducted at this point
  - Both an expressive and receptive assessment would be useful
    - Receptive: could include a series of quizzes requiring students to recognize signs for family and related information (a few small assessments of this nature between the beginning of the unit and this point may be useful)
    - Expressive: students will sign their family composition to the teacher 1 on 1. Prior to the assessment, the teacher should determine the criteria that must be included such as: family member's names, ages, and jobs. This assessment could include only immediate family, or extended family as well.
  - A rubric should be determined prior to the expressive assessment so that grading is standardized

<table>
<thead>
<tr>
<th>Recognize differences in sign meaning when facial expression is changed</th>
<th>Teacher can demonstrate how sign meanings differ when the facial expression changes</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Ex. WHAT- brows up implies a friendly curiosity</td>
<td></td>
</tr>
<tr>
<td>- Ex. WHAT brows down implies a less friendly, more demanding question</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Demonstrate and recognize ordinal numbers 1st - 9th</th>
<th>Students will copy the teacher and practice producing these signs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers will show students the signs for the ordinal numbers and explain that the twisting motion is what makes the signs different from the signs for regular counting numbers</td>
<td></td>
</tr>
<tr>
<td>Students will sign the families for practice</td>
<td></td>
</tr>
<tr>
<td>Teacher can initiate practicing of ordinal numbers by having students sign the date 1st - 9th</td>
<td></td>
</tr>
</tbody>
</table>

b. Cultural Knowledge

<table>
<thead>
<tr>
<th>Recognize and describe well-known families in Deaf history</th>
<th>Students can research a member of one of the families to find out</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers will describe the immediate family structure of the Cogswells and the Gallaudets</td>
<td></td>
</tr>
<tr>
<td>Teacher will explain who these</td>
<td></td>
</tr>
<tr>
<td>Students will sign the families for practice</td>
<td></td>
</tr>
</tbody>
</table>
c) Extensions

<table>
<thead>
<tr>
<th>Recognize ABC stories and create number stories</th>
<th>families are and some of the reasons why they are important in Deaf history</th>
<th>more about them</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher will explain why ASL literature is an important part of Deaf culture</td>
<td>Students will create a number story in small groups using numbers 1-5</td>
<td></td>
</tr>
<tr>
<td>Teacher will explain what ABC stories are and their place in the Deaf community</td>
<td>Students will present the stories to the class</td>
<td></td>
</tr>
<tr>
<td>Teacher will show videotapes of ABC stories and/or demonstrate one themselves</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher will demonstrate a number story and explain the parameters for creating one</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Parent involvement

- Parents will be invited to the ASL classroom for an evening activity where parents will learn the signs related to the family.
- Parents will have an opportunity to interact with their children in the classroom and experience ASL.
UNIT 4
Dwellings and Descriptions

Unit Objectives / Goals
a. Vocabulary / Grammar

Students will be able to:
1. Recognize and express in what type of dwelling they live
2. Describe their dwelling (rooms, furniture, spatial relationships, opinion adjectives)
3. Count from 1-30
4. Demonstrate and recognize common colors in ASL

b. Cultural Knowledge

Students will be able to:
1. Recognize and explain the difference between deaf and Deaf

c. Extensions

- Students will do Internet research about anything related to Deafness and present their findings to the class

d. Assessment / Evaluation

- Two Receptive assessments – mid unit and at end of unit
- One Expressive assessment – at end of unit

e. Resources / References / Materials

1. Teacher-made materials
2. Pictures of dwellings
3. Pictures and/or drawings of room interiors
4. Pictures of colors (for labeling)
5. Spatial Agreement explanation in *Vista Signing Naturally* Level 1 p. 19
6. Explanation of the difference between deaf and Deaf

- Possible Sources:
  - *Journey Into a Deaf World* – easy reading
  - *The Mask of Benevolence* – difficult reading
a. Vocabulary / Grammar:

<table>
<thead>
<tr>
<th>GOAL</th>
<th>PROCEDURES</th>
<th>ACTIVITY OPTIONS</th>
</tr>
</thead>
</table>
| Recognize and express dwelling type | - Teacher will show pictures of different kinds of dwellings  
  - Ex. HOUSE, APT., DORM  
  - Teacher will demonstrate the signs for these words  
  - Teacher will include the vocabulary in the correct ASL sentence structure by signing: YOU-LIVE-WHERE (HOUSE, APT., DORM) and by demonstrating a response: I-LIVE-APT. | - Teacher will ask each student where they live and students will respond either by just signing HOUSE, APT., DORM or by including the vocabulary words into a sentence |
| Describe dwellings | - Teacher will teach the signs for the different types of rooms in dwellings  
  - Ex. LIVING ROOM, BEDROOM, BATHROOM, KITCHEN, DINING ROOM  
  - Teacher will incorporate descriptive adjectives with the dwelling vocabulary  
  - Ex. BIG, SMALL, PRETTY, UGLY, DIRTY, CLEAN  
  - Teacher will demonstrate how to describe a dwelling and a room using spatial relationships (this is done best by using pictures for visual assistance)  
  - Teacher will start describing the interior of the classroom  
  - Teacher will demonstrate signs for furniture  
  - Ex. SOFA/COUCH, CHAIR, TABLE, SHELVES | - Teacher will ask students questions about the types of rooms they have in their dwellings  
  - Teacher will then ask students to combine their descriptions with descriptive adjectives  
  - Students will draw floor plans of their homes and will practice describing the interiors using spatial relationships. Students can work in pairs and assist each other  
  - Students will organize cut-out pictures of the furniture depending on how the room is described by the teacher |
| Count from 1-30 | - Teacher will demonstrate the signs for numbers 21-30 and students will copy | - Teacher can determine the best way to practice the new number signs.  
  - A good idea may be to combine these numbers with concepts learned in earlier units for |
b. Cultural knowledge

<table>
<thead>
<tr>
<th>Recognize and explain the difference between deaf and Deaf</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher will give students reading material about this difference and then conduct a classroom discussion about it.</td>
</tr>
<tr>
<td>The discussion should include examples so that the students can clearly differentiate deaf from Deaf</td>
</tr>
</tbody>
</table>

An end of unit assessment should be given at this point. It should stress the combination of everything learned in the unit with heavier emphasis on numbers and colors because they have yet to be evaluated in the unit. This assessment should be receptive only.

c. Extensions

<table>
<thead>
<tr>
<th>Students will do Internet research about a teacher approved topic related to deafness</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be required to write 1 or 2 paragraphs (at least 8 sentences) explaining what they found, why it is important, and why or why not it was interesting</td>
</tr>
<tr>
<td>Students will present their findings to the class (Teacher can determine whether or not to use class time for the research)</td>
</tr>
</tbody>
</table>
UNIT 5
Schools

Unit Objectives / Goals

a. Vocabulary / Grammar

Students will be able to:
1. Recognize and demonstrate signs for different types of schools
2. Recognize and demonstrate signs related to school subjects
3. Expressively and receptively demonstrate and comprehend daily schedules and planned activities between a day and a month-long time frame
4. Demonstrate and recognize the location signs ACROSS-FROM and NEXT-TO. Relate these signs to map locations.

b. Cultural Knowledge

Students will be able to:
1. List the local schools for Deaf students (of all ages)
2. Explain how and when the first school for the Deaf in America was established

c. Extensions
- Students will sign the story about Gallaudet’s journey and teacher will videotape students
- Teacher will review the tape of the students
- Students will bring the tape home and show their parents

d. Assessment / Evaluation
- Two receptive quizzes
- One expressive quiz or informal observation
- Possible assessment of videotaped story telling

e. Resources / References / Materials
1. Teacher-made materials
2. Blank videotapes
3. Video camera
4. Deaf Heritage – easy/moderate reading
5. A Place of Their Own – easy/moderate reading
4. Name and address of local schools for the Deaf
<table>
<thead>
<tr>
<th>GOAL</th>
<th>PROCEDURES</th>
<th>ACTIVITY OPTIONS</th>
</tr>
</thead>
</table>
| Recognize and demonstrate signs for different types of schools | - Teacher will demonstrate the signs for the students’ school  
  o Ex. PARK SCHOOL, MIDDLE-SCHOOL | - Students can have mini-conversations and describe where they went to kindergarten, elementary school, middle school, where they will go to high school, and where they may want to go to college |
|  | - Teacher will demonstrate the signs and/or the fingerspelling that should be used to describe the names of the other schools in the district  
  - Teacher will demonstrate signs for KINDERGARTEN, ELEMENTARY SCHOOL, MIDDLE SCHOOL, HIGH SCHOOL, COLLEGE, UNIVERSITY  
  (teachers can use descriptions and the sign FINISH to teach the meaning of the above signs – Ex. MIDDLE-SCHOOL FINISH, HIGH-SCHOOL START) |  |
| Recognize and demonstrate signs related to school subjects | - Teacher will demonstrate the signs for the different subjects that the students have in school  
  o Ex. MATH, SCIENCE, SOCIAL STUDIES, PHYS. ED., ENGLISH, ASL, ART, HOMEROOM, etc. | - Teacher can list the number of class periods in a day and have students sign what class they have when  
  - Students can sign their own schedules to each other and ask each other questions  
  o Ex. 2nd CLASS-WHAT?  
  o LUNCH FINISH CLASS HAVE? |
|  |  | - A receptive quiz can be given at this point  
  - An expressive portion could be given too, or the teacher can do an informal evaluation by observing students when they sign with each other during activities |
| Demonstrate and comprehend daily schedules | - Teacher can ask students what they have planned at a certain time or on a certain day  
  - Students can describe their schedules—daily, weekend, vacation  
  - Teacher can combine this lesson with teaching other calendar-related signs | - Teacher can develop different calendars with scheduled activities/plans. Each student will sign a calendar to a partner, then students will swap calendars and partners until each student has signed all of the different calendars. |
| Demonstrate and recognize location signs ACROSS-FROM and NEXT-TO | - Teacher can introduce the signs ACROSS-FROM and NEXT-TO by showing pictures on a map  
  - Students will copy the signs  
  - Teacher needs to be sure the students understand these signs from the Signer’s Perspective | - Teacher will develop a map/picture with objects and/or buildings and will ask the students questions about the map  
  - Teacher can do this as a full class activity, but ask the students individual questions |
Relate these signs to maps

- A receptive assessment can be given now to evaluate the understanding of the signs ACROSS-FROM and NEXT-TO. Maps can be distributed to the students and the teacher can ask the students to note or locate certain objects or places on the maps according to what the teacher signs.

b. Cultural Knowledge

<table>
<thead>
<tr>
<th>List the local schools for the Deaf</th>
<th>Teacher should explain where some Deaf students go to school and that these schools are called Deaf Residential Schools. Explain the name of the Deaf school near your town (if there is one) and explain the school’s structure. Ex. Ages 3-21. Explain that some Deaf students go to Mainstream or Public schools and have Interpreters. Teach the signs for: MAINSTREAM, RESIDENTIAL SCHOOL, PUBLIC SCHOOL, INTERPRETER.</th>
<th>Establish a pen-pal project between the ASL class and students of similar age at the local school for the Deaf. Take a filed trip to the local school for the Deaf.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explain how and when the first school for the Deaf in America was established</td>
<td>Teacher will explain that Mr. Cogswell had a Deaf daughter named Alice and that he wanted Alice to learn how to communicate and go to school. Mr. Cogswell wanted T.H. Gallaudet to teach Alice how to communicate. Teacher will explain about Gallaudet’s journey to England and then to France, how he met Clerc, and then how they traveled back to the U.S. In addition, how Clerc and Gallaudet established the first school for the Deaf in America in Hartford, Connecticut in 1817.</td>
<td>Teacher can make cards that have individual parts of the story and journey written on them. After the teacher tells the story, the students will divide into groups and arrange the cards in to the chronological order of events. Students can then sign the story to the class to check if they arranged the card order correctly.</td>
</tr>
</tbody>
</table>

Teacher can determine whether or not to assess the student’s performance on the story-telling activity.

c. Extensions

- Teacher can videotape each student signing the story and journey about how the first school for the Deaf was established in America.
- Teacher and student will watch the videotape together and discuss possible improvements.
- Students will practice signing the same story with the improvement suggestions and be videotaped again.
- Students can bring the tape home and share it with their parents.
UNIT 6
Places and Transportation

Unit Objectives / Goals
a. Vocabulary / Grammar

Students will be able to:
1. Demonstrate and recognize the signs for places in one's town
2. Properly identify and locate places on a map (using Signer's Perspective)
3. Sign one's address and discuss neighborhood type
4. Demonstrate and use certain verbs for description
5. Demonstrate and recognize adjectives
6. Describe and identify signs related to types of transportation and travel
7. Students will recognize the classifiers used for vehicle and for legs (person)

b. Cultural Knowledge

Students will be able to:
1. Explain and identify famous Deaf Americans

c. Extensions

- Use of videotaped Deaf history reports
- Possibility of sharing Deaf history reports with history classes

d. Assessment / Evaluation

- Two receptive assessments
- One expressive assessment done through observation
- One expressive assessment in a conversational format

e. Resources / References / Materials

1. Maps
2. Pictures of places in the town/city/state
3. Pictures of different kinds of neighborhoods
4. Pictures of different kinds of transportation
5. Toy cars
6. Toy people
7. Teacher-made materials
8. Internet access
10. www.rit.edu/~glk9638/history/index.html
11. Library access
12. Video camera
13. Videotapes
14. Great Deaf Americans – easy reading
15. Deaf Heritage – easy/moderate reading
16. When the Mind Hears – difficult reading
### a. Vocabulary / Grammar:

<table>
<thead>
<tr>
<th>GOAL</th>
<th>PROCEDURES</th>
<th>ACTIVITY OPTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate and recognize signs of places in one's town</td>
<td>Teacher will demonstrate signs for popular places in a town</td>
<td>Students will write a story about places in town that they often go to or like. They will work on telling this story in ASL and must include a certain number of new sign vocabulary in the story</td>
</tr>
<tr>
<td></td>
<td>- Ex. STORES, HOSPITAL, PARK, UNIVERSITY, SUPERMARKET</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Teacher will choose which signs to teach depending upon what places in</td>
<td></td>
</tr>
<tr>
<td></td>
<td>the town are well-known or frequented often</td>
<td></td>
</tr>
<tr>
<td>Properly identify and locate places on a map (using Signer’s</td>
<td>Teacher will show students a map of places or objects and students will</td>
<td>Students can work in pairs and describe teacher-made maps or can develop their own</td>
</tr>
<tr>
<td>Perspective)</td>
<td>practice describing the map from the Signer’s Perspective</td>
<td>Students will sign the location of objects/places to a partner and the partner will write down/draw, on a blank map, where each object is located (from the Signer’s Perspective)</td>
</tr>
<tr>
<td></td>
<td>- The map could be of the school, the city, or the country</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(A map of something familiar to the students may make it easier to learn to learn Signer’s Perspective)</td>
<td></td>
</tr>
<tr>
<td>Sign their addresses and describe their neighborhood type</td>
<td>Teacher will demonstrate signs for URBAN, RURAL, SUBURBAN</td>
<td>Teacher can ask each student his/her address by taking turns and working his/her way around the room</td>
</tr>
<tr>
<td></td>
<td>- Teacher will demonstrate how to sign one’s address including the</td>
<td>Teacher can ask students individual questions that include all of the new vocabulary demonstrated today</td>
</tr>
<tr>
<td></td>
<td>vocabulary: STREET, ROAD, ADDRESS, state of residence, city/town of</td>
<td></td>
</tr>
<tr>
<td></td>
<td>residence</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- A receptive assessment should be given at this point and should test vocabulary taught thus far</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Informal expressive observations should also be done regarding the information taught thus far</td>
</tr>
<tr>
<td>Demonstrate and use certain verbs for description</td>
<td>Teacher will demonstrate the signs</td>
<td>Students will have mini-conversations in pairs that will require them to use all of the new verb vocabulary</td>
</tr>
<tr>
<td></td>
<td>for the verbs: TALK-TO, MEET-WITH, SOCIALIZE-WITH, ASSOCIATE-WITH,</td>
<td>Students should be divided and labeled as either signer A or signer B and a conversation should be written on the board in which the signers sign the either part A or part B. As pairs, students should sign the conversation, following the outline, and be sure to use all listed vocabulary</td>
</tr>
<tr>
<td></td>
<td>ARRIVE, DEPART, VISIT</td>
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<tr>
<td></td>
<td>- Teacher will demonstrate these verbs in context and use them in a</td>
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</tr>
<tr>
<td></td>
<td>conversational situation</td>
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<tr>
<td></td>
<td>(This activity should be closely observed by the teacher to make sure</td>
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</tr>
<tr>
<td></td>
<td>that the students are producing the new vocabulary correctly as well</td>
<td></td>
</tr>
<tr>
<td></td>
<td>as comprehending it)</td>
<td></td>
</tr>
<tr>
<td>Demonstrate and recognize adjectives</td>
<td>Teacher will demonstrate the signs</td>
<td>Students will write sentences using the adjective vocabulary and other vocabulary related to places, towns, etc.</td>
</tr>
<tr>
<td></td>
<td>for: QUIET, NOISY, DIRTY, CLEAN, NEAR, FAR, PRETTY, UGLY</td>
<td>Students will write sentences using the adjective vocabulary and other vocabulary related to places, towns, etc.</td>
</tr>
<tr>
<td></td>
<td>- Teacher will show the appropriate structure to use when describing a</td>
<td>Students will write sentences using the adjective vocabulary and other vocabulary related to places, towns, etc.</td>
</tr>
<tr>
<td></td>
<td>object</td>
<td>Students will write sentences using the adjective vocabulary and other vocabulary related to places, towns, etc.</td>
</tr>
</tbody>
</table>
Students will recognize the classifier used for vehicle and legs. A receptive assessment should be given at this time regarding everything else taught in this unit. Instead of one large assessment, numerous small assessments could be used. An expressive assessment should also be given at this point. It could include students signing an A/B conversation with each other, but in front of the teacher for evaluation.

<table>
<thead>
<tr>
<th>Describe and identify signs related to types of transportation and travel</th>
<th>Students will recognize the classifier used for vehicle and legs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher will demonstrate signs for: TRAIN, CAR, BOAT, PLANE, RUN, BIKE, MOTOCYCLE, DRIVE, FLY, WALK. Teacher will check for sign comprehension and then will combine these signs with verbs and adjectives. Ex. CAR-BEAUTIFUL-RED-DRIVE-FINISH-ARRIVE TIME 7.</td>
<td>Teacher will demonstrate these two classifiers and show how they are used.</td>
</tr>
</tbody>
</table>

- A receptive assessment should be given at this time regarding everything else taught in this unit. Instead of one large assessment, numerous small assessments could be used.
- An expressive assessment should also be given at this point. It could include students signing an A/B conversation with each other, but in front of the teacher for evaluation.

b. Cultural Knowledge

<table>
<thead>
<tr>
<th>Explain and identify well-known or accomplished Deaf Americans</th>
<th>Students will be assigned a project that may take a few weeks to complete. This project can carry over into the next unit. Teacher will explain to students that they will be choosing a famous Deaf American person and will be doing individual research about him/her. At the end of their research, they will write a one page report about their findings and will present their findings to the class. Teacher should reserve some library time so the students can use books and the Internet for their research. Students should be required to use at least two sources and must use their own words for the report. Teacher should develop a list of names of famous Deaf Americans from which students can choose. Teacher should develop a list of questions and criteria that the reports should include. Teacher should develop a grading rubric so the students know what is expected of them, and so make sure that all students are graded fairly.</th>
</tr>
</thead>
</table>

- Teacher can videotape students' presentation
- Teacher and students should approach the history department at the school and ask for the
teachers to include Deaf history into their curriculum

- Students will offer their videotape as a teaching tool for Deaf history
- Students should be able to borrow this videotape and bring it home to share with their families
UNIT 7
Food

Unit Objectives / Goals
a. Vocabulary / Grammar

Students will be able to:
1. Discuss food likes and dislikes
2. Categorize which foods are eaten during which meals
3. Describe and identify the steps associated with preparing a meal
4. Recognize and use reversal-signs
5. Use and identify kitchen-related classifiers

b. Cultural Knowledge

Students will be able to:
1. Explain and identify famous Deaf Americans (project continuation)

c. Extensions

- Class discussion about the different strategies that Deaf people use when ordering at a restaurant

d. Assessment / Evaluation

- Two receptive assessments
- One expressive assessment

e. Resources / References / Materials

1. Pictures of foods
2. Sample menus
3. Toys for classifiers including plates, cups, silverware, etc.
<table>
<thead>
<tr>
<th>GOALS</th>
<th>PROCEDURES</th>
<th>ACTIVITY OPTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discuss food likes and dislikes</td>
<td>- Teacher will demonstrate signs for a variety of foods</td>
<td>- Teacher will go around the room and ask students what they have eaten so far today and what they would like to eat later</td>
</tr>
<tr>
<td></td>
<td>- Teacher will ask students what they like to eat and will create a list on the chalkboard, then will show students the signs</td>
<td>- Students will create menus and will be divided into groups. One student from each group will play the waiter and the group will “play restaurant”</td>
</tr>
<tr>
<td>Identify which foods are eaten during which meals</td>
<td>- Teacher will ask students to separate the food list into three categories: breakfast, lunch, dinner</td>
<td>- Teacher will ask students their favorite foods</td>
</tr>
<tr>
<td></td>
<td>- Teacher will demonstrate the signs for: BREAKFAST, LUNCH, DINNER, DESSERT, SNACK, FAVORITE</td>
<td></td>
</tr>
<tr>
<td>Describe and identify the steps associated with preparing a meal</td>
<td>- Teacher will demonstrate signs for COOK, SET-TABLE, CLEAN/WASH-DISHES</td>
<td>- Teacher can develop a review game so that students have an opportunity to review all of the food vocabulary learned thus far</td>
</tr>
<tr>
<td></td>
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</tr>
<tr>
<td>A receptive assessment can be given at this point to test all of the food vocabulary.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recognize and use reversal-signs</td>
<td>- Teacher will demonstrate sign for: DON'T-LIKE, DON'T-WANT, DON'T-KNOW</td>
<td>- These signs can be incorporated with the food signs through a mini-conversation activity</td>
</tr>
<tr>
<td></td>
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</tr>
<tr>
<td>An expressive assessment can be given at this point to evaluate food vocabulary and reversal-signs through mini-conversations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use and identify kitchen related classifiers</td>
<td>- Teacher will demonstrate the classifiers used for plate, cup, glass, silverware</td>
<td>- Students will use toys to practice describing classifiers</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Teacher can give students a worksheet that has a picture of a table and then using classifiers, the teacher will describe what is on, under, or near the table. Students will then write or draw the appropriate objects.</td>
</tr>
<tr>
<td>A receptive assessment can be given at this point. A good way to test classifiers is to use the activity option described directly above.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

b. Cultural Knowledge

- Continue with famous Deaf American research report and presentations
- This is also a good opportunity to have a discussion about how “culture” does not have to be ethnic (have special foods, religion etc.), but can be a common group of people with common beliefs and a common language (this type of discussion is important so that students become more aware of what Deaf culture means).
c. Extensions

- Discuss how Deaf people order at a restaurant:
  - Pointing
  - Writing notes
- Discuss possible problems or frustrations that Deaf people face at restaurants
References
