

	FUNCTIONS	GRAMMAR	VOCABULARY	STUDENT OUTCOMES	CONVERSATION BEHAVIORS
UNIT 5 REVIEW Putting It All Together	Invite person to do something together Sign simple narrative	Review grammar learned in this unit Review number forms for 1–100	Request phrases: • WANT COME WITH • WANT you-JOIN-me • WANT you-HELP-me Responses: • YES, FINE++ • CAN'T, SORRY	Invite person to: • accompany you to do an activity together • join you to do an activity • help you do an activity	Respond to invitation to do an activity • YES, FINE++ • CAN'T, SORRY

UNIT 6 — STORYTELLING

	FUNCTIONS	GRAMMAR	VOCABULARY	STUDENT OUTCOMES	CONVERSATION BEHAVIORS
LESSON 6:1 “Timber”: Understanding the Story	Retell the story	One-person role shift Two-person role shift Locative classifiers (LCLs)	WORK, WALK, TREE, DOCTOR, HUNGRY, SANDWICH, COFFEE, “area” Opener: ME TELL-TO-you STORY	Narrate the story	Engage the audience by maintaining eye contact
Lesson 6:2 “Timber”: One-Person Role Shift	Retell the story	One-person role shift Eye gaze indicating distances and sizes of trees Instrument classifier (ICL)	WORK, WALK, TREE, DOCTOR, HUNGRY, SANDWICH, COFFEE, “area” Opener: ME TELL-TO-you STORY	Narrate the story	Engage the audience by maintaining eye contact

UNIT 6 — STORYTELLING *continued*

	FUNCTIONS	GRAMMAR	VOCABULARY	STUDENT OUTCOMES	CONVERSATION BEHAVIORS
LESSON 6:3 "Timber": Two-Person Role Shift	Retell the story	Two-person role shift Spatial agreement	WORK, WALK, TREE, DOCTOR, HUNGRY, SANDWICH, COFFEE, "area" Opener: ME TELL-TO-you STORY	Narrate the story	Engage the audience by maintaining eye contact
LESSON 6:4 "Timber": Story Cohesion	Retell the story	Elements to tell a cohesive story: <ul style="list-style-type: none"> • transitions (raised brows) • engaging the audience • use of signing space • sticking the ending 	WORK, WALK, TREE, DOCTOR, HUNGRY, SANDWICH, COFFEE, "area" Opener: ME TELL-TO-you STORY	Narrate the story	Engage the audience by maintaining eye contact
LESSON 6:5 "The Gum Story": Understanding the Story	Retell the story	Descriptive classifier (DCL) Bodypart classifier (BPCL) Semantic classifier (SCL) Locative classifier (LCL)	GUM, MOTHER, STUCK, ENJOY, FINISH, BE- SWEETHEARTS, CAN'T, BOY STILL+[THERE], YELL, BPCL"chewing"	Narrate the story	Engage the audience by maintaining eye contact
LESSON 6:6 "The Gum Story": Entrances and Exits	Retell the story	Weak hand as a reference point Weak hand functioning as a dominant hand Semantic classifier (SCL) Locative classifier (LCL)	GUM, MOTHER, STUCK, ENJOY, FINISH, BE- SWEETHEARTS, CAN'T, BOY STILL+[THERE], YELL, BPCL"chewing"	Narrate the story	Engage the audience by maintaining eye contact

	FUNCTIONS	GRAMMAR	VOCABULARY	STUDENT OUTCOMES	CONVERSATION BEHAVIORS
LESSON 6:7 "The Gum Story": Character Development	Retell the story	One-person role shift: <ul style="list-style-type: none"> • facial expressions to show attitude or reaction • manipulating the sign or classifier to show manner of walk, or becoming unstuck Two-person role shift	GUM, MOTHER, STUCK, ENJOY, FINISH, BE-SWEETHEARTS, CAN'T, BOY STILL+[THERE], YELL, BPCL"chewing"	Narrate the story	Engage the audience by maintaining eye contact
LESSON 6:8 "The Gum Story": Story Cohesion	Retell the story	Elements to tell a cohesive story: <ul style="list-style-type: none"> • transitions (raised brows) • pauses • engaging the audience • use of signing space 	GUM, MOTHER, STUCK, ENJOY, FINISH, BE-SWEETHEARTS, CAN'T, BOY, STILL+[THERE], YELL, BPCL"chewing"	Narrate the story	Engage the audience by maintaining eye contact
LESSON 6:9 "The Gallaudet and Clerc Story": Understanding the Story	Retell the story	Two-person role shift Maintaining spatial agreement Gesturing vs. signing	ONE+DAY, GALLAUDET CLERC, GIRL CHILDREN, WANT, PLAY, NONE, SCHOOL, LOOK-FOR, FIND, HEAR, BOAT, GET-ON, ARRIVE-TO, NOT+LIKE, FRANCE, ENGLAND, AMERICA, ESTABLISH, FIRST-THUMB	Narrate the story	Engage the audience by maintaining eye contact

UNIT 6 — STORYTELLING *continued*

	FUNCTIONS	GRAMMAR	VOCABULARY	STUDENT OUTCOMES	CONVERSATION BEHAVIORS
LESSON 6:10 “The Gallaudet and Clerc Story”: Two-Person Role Shift	Retell the story	Two-person role shift Maintaining spatial agreement	ONE+DAY, GALLAUDET CLERC, GIRL CHILDREN, WANT, PLAY, NONE, SCHOOL, LOOK-FOR, FIND, HEAR, BOAT, GET-ON, ARRIVE-TO, NOT+LIKE, FRANCE, ENGLAND, AMERICA, ESTABLISH, FIRST-THUMB	Narrate the story	Engage the audience by maintaining eye contact
LESSON 6:11 “The Gallaudet and Clerc Story”: Maintaining Spatial Agreement	Retell the story	Maintaining spatial agreement	ONE+DAY, GALLAUDET CLERC, GIRL CHILDREN, WANT, PLAY, NONE, SCHOOL, LOOK-FOR, FIND, HEAR, BOAT, GET-ON, ARRIVE-TO, NOT+LIKE, FRANCE, ENGLAND, AMERICA, ESTABLISH, FIRST-THUMB	Narrate the story	Engage the audience by maintaining eye contact
LESSON 6:12 “The Gallaudet and Clerc Story”: Story Cohesion	Retell the story	Elements to tell a cohesive story: <ul style="list-style-type: none"> • transitions (raised brows) • engaging the audience • use of signing space 	ONE+DAY, GALLAUDET CLERC, GIRL CHILDREN, WANT, PLAY NONE, SCHOOL, LOOK-FOR, FIND, HEAR, BOAT, GET-ON, ARRIVE-TO, NOT+LIKE, FRANCE, ENGLAND, AMERICA, ESTABLISH, FIRST-THUMB	Narrate the story	Engage the audience by maintaining eye contact

	FUNCTIONS	GRAMMAR	VOCABULARY	STUDENT OUTCOMES	CONVERSATION BEHAVIORS
LESSON 6:13A Childhood Stories: “Wrong Name!”	Narrate the story	Narrative structure: <ul style="list-style-type: none"> • background • body • conclusion Up and down role shift	EXCITED, (Ih)LAUGH-quietly, CRY, BROKEN, WHATS-MATTER, ALL-ONE-WEEK, UNDERSTAND, MIRROR, WRONG, LONG-AGO, NOW, NEXT-DAY	Narrate own childhood story following narrative structure	Engage the audience by maintaining eye contact
LESSON 6:13B Childhood Stories: “If Only I Could Fly”	Narrate the story	Narrative structure: <ul style="list-style-type: none"> • background • body • conclusion Word order: describe action involving objects or location Word usage 1: LOOK-AT, LOOK-FOR, WATCH, SEE	READY !WRONG!, !HEAR!, PRACTICE, HELP-me, WAIT++, HURT, BRING-TO, SMELL+GOOD, COOKIE, KITCHEN, EGG, PLATE, SORRY, DELICIOUS Seeing signs: WATCH, LOOK-AT, LOOK-FOR, SEE	Narrate own childhood story following narrative structure	Engage the audience by maintaining eye contact
LESSON 6:14 Childhood Stories: “A True Fish Story”	Narrate the story	Narrative structure: <ul style="list-style-type: none"> • background • body • conclusion Role shift Story continuity *modify verb Word usage 2: NOT, CAN'T “wave-no”	GET-DRESSED, TENT, FISH, EXCITED, HAPPY, MAD, ALTOGETHER, HURRY, Negation signs: CAN'T NOT, “wave-no,” NONE	Narrate own childhood story following narrative structure	Engage the audience by maintaining eye contact
LESSON 6:15 Childhood Stories: “I Wanna Be Different”	Narrate the story	Narrative structure: <ul style="list-style-type: none"> • background • body • conclusion Strategies to get meaning across Word usage 3: SPEAK++, CHAT, TELL-TO	BIRD+fs-POX, ROOSTER, BED+ROOM, BATHE, BUT, #HAHA, FEW-DAYS-LATER, LATER-ON Signs related to talking: SAY, TELL-TO SPEAK/TALK, TELL-TO, CHAT	Narrate own childhood story following narrative structure	Engage the audience by maintaining eye contact

UNIT 6 — STORYTELLING *continued*

	FUNCTIONS	GRAMMAR	VOCABULARY	STUDENT OUTCOMES	CONVERSATION BEHAVIORS
LESSON 6:16 Childhood Stories: “Ghost in My Room”	Narrate the story	Narrative <ul style="list-style-type: none"> • background • body • conclusion Strategies to get meaning across	GHOST, BED, CURTAINS, CHECK, (1h)LAUGH-quietly, FRIENDLY, MEAN, SCARED, MESSED-UP SWELL, BED+ROOM, KITCHEN, LIVING-ROOM, EAT+ROOM, BACK+fs-YARD, FRONT+DOOR, BATHROOM	Narrate own childhood story following narrative structure Use transitions Modify verbs Use strategies to get the meaning across Role shift and use facial expressions to show attitude and reactions Use descriptive, body, bodypart, semantic, and locative classifiers	Engage the audience maintaining eye contact