

## UNITS 7-12

With the release of the revised Curriculum Units 1-6 some teachers are concerned about the overlap in topics covered in both levels - particularly Unit 7 Giving Directions overlaps with Unit 3 skill lessons 3.6 and 3.10 (in the revised Curriculum Units 1-6), Unit 8 Describing Others overlaps with Unit 2 function lesson 2.9 (in the revised Curriculum Units 1-6) and Unit 10 Talking about Family and Occupations overlaps with Unit 4 function and skill lessons 4.1, 4.5, 4.7, 4.9 (in the revised Curriculum Units 1-6). Below is a discussion of ways to manage the overlap and a few additional ideas to help expand the lesson.

Unless otherwise noted, all references that show a page number for classroom activities, refer to Signing Naturally Level 1, Teacher's Curriculum. All page references to homework, refer to the repackaged Student Workbook, Signing Naturally, Units 7–12.

### UNIT 7

Location vocabulary and basic directions learned in Unit 3 (revised Curriculum Units 1-6) should be practiced in more depth in Unit 7. In Unit 7, the vocabulary should be reviewed, then the bulk of the lesson should focus on students practicing the sequence for giving directions- 1) on the same floor, 2) on a different floor, and 3) in a different building. The following are suggestions for the order in which to teach the lessons in Unit 7.

**What's Around Here?** and **Giving Directions on Different Floors**, pages 124–125.

**Giving Directions on the Same Floor** and **"Where Is It?"** pages 125–126.

Show **Conversation 2** from Student Workbook from **Language in Action**, page 1.

Review page 125, **Giving Directions on the Same Floor**. The goal is to emphasize how to establish a reference point, and to review and practice giving specific directions and locations.

**"Where on Campus?"** page 127.

**Excuse me, Where'd You Get that Candy?** page 131.

Students read Grammar Notes, pages 2–3, and Grammar Practice, page 3.

**Expressing Uncertainty**, pages 132–133.

**Pair Practice, Practice 1 and 2**, page 4.

You can use the following as concluding activities for a session:

**Snack Time**, page 128

**"I'm Thirsty, Where Can I get a Drink?"** page 130.

### ADDITIONAL ACTIVITIES

**The Candy Bar**, page 4.

Assign for homework. Ask comprehension questions in the next class. Show the story twice. Have students break up in pairs and retell the story to each other.

or

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Review the specifics of the story and have students learn the story, then tape themselves telling the story (for evaluation).

### Fingerspelling Names of Places

#### Warm-Up

To get students to fingerspell names of places, begin by asking questions about where students go to buy or fix something, to eat, to work out, to deposit money, to rent a video, etc. For example:

	_____	whq
T:	YOUR CAR, GET-GAS, WHERE	
	_____	whq
T:	LUNCH, EAT WHERE	
	_____	whq
T:	BUY FURNITURE, WHERE	
	_____	whq
T:	fs-RENT VIDEOTAPE, WHICH STORE	

List the names of places students give you on the board—make a copy for yourself to review in class. Other questions you may want to ask the students:

- where they get a haircut
- where they make copies
- which hospital they go to
- which car supply store they go to
- where they buy clothes, shoes, sportswear, etc
- where they shop for food
- which drugstore they go to
- where they buy coffee
- which movie theatre they go to

Go over list and have students practice fingerspelling the names of places. Be sure they spell as naturally and eventually as fast as possible to increase their skills.

Write on the board:

<i>Favorite Places</i>	
<i>Mall</i>	_____
<i>Grocery store</i>	_____
<i>Coffee house</i>	_____
<i>Restaurant</i>	_____
<i>Dance club</i>	_____

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Ask students to tell you their favorite place for each location on the list. Write the names of places in the blanks.

Then, tell about each place on the list, using the sign **FREQUENT-TO**.

_____ t/q neg
<b>T:</b> fs-MALL, ME <b>FREQUENT-TO</b> NONE, DETEST/VOMIT fs-MALL.
_____ t/q
<b>T:</b> FOOD STORE, ME <b>FREQUENT-TO</b> , BERKELEY fs-BOWL, rhet WHY, fs-FRESH fs-VEG, fs-FRUIT.
_____ t/q rhet
<b>T:</b> COFFEE HOUSE, ME <b>FREQUENT-TO</b> , fs-ROYAL-CAFÉ, WHY, GO-TO WORK, ME STOP BUY COFFEE, DRIVE-TO WORK
_____ t/q rhet
<b>T:</b> RESTAURANT ME <b>FREQUENT-TO</b> , KING fs-WAH, WHY, CHEAP, LOTS-OF FOOD, PEOPLE IX-loc KNOW ME, ME FEEL COMFORTABLE
_____ t/q rhet
<b>T:</b> DANCE fs-CLUB, ME <b>FREQUENT-TO</b> , BLUE fs-CLUB, WHY, MUSIC IX-loc !LOUD! !SWELL!

Write on the board:

<b>A:</b> ask which (name or category) B frequents <b>B:</b> give name of place, tell why
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Tell students to pick one of the categories on the board, and tell why they like the place. Be sure they use this structure:

\_\_\_\_\_ t/q rhet  
**(category) ME FREQUENT-TO, WHY, (explain)**

Divide class into groups of 5—count off—have students discuss their favorite places with each other, and tell why those places are their favorites.

## UNIT 8

Vocabulary (colors and clothing items) and basic description learned in Unit 2 (in revised Curriculum Units 1-6) should be reviewed and sequence for describing should be practiced in more depth in Unit 8. Here are some ways to expand the activities.

**Describing Style and Pattern of Clothing**, page 162. Review basic colors, and clothing items but also add quality of a color, LIGHT, DARK, LOUD, BRIGHT, you can modify

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the expression of a color to show intensity (for example sign with emphasis, !PINK!). Then emphasize the sequence to follow to describe a clothing item.

**Breakaway**, page 161. Numbers in multiples of 5, 10, 11. Play the game 99 (see revised Curriculum Units 1-6, page 527). Review the rules with students. Play the game. At the end, ask students to pair up and explain the rules of the game to each other.

**Identifying People in the Room**, page 162–163. Show Dialogue 1 from the Student Workbook (**Grammar Practice, Identifying Others**, page 15). After showing the dialogue, review what was said and the sequence used to point out a person. Point out that the level of detail used in pointing out a person practiced in this unit differs from the level of detail used to describe a clothing item. Then pair up students and have them practice Dialogue 1 - 4. After each dialogue, stop and have students practice the dialogue.

**Pair Practice**, page 16 (Student Workbook). Add to this practice by having students think of a location other than the classroom to use as they practice identifying another person. Students can sign to a small group or to the class. The other students must guess the location based on the information used to identify a person. Students should have several hints developed to help other students guess the location, if they can't guess based on the scene.

**Personal Data**, page 17 (Student Workbook). As a follow-up, tell students more information about each person. The information can be about change in appearance, new facts about the person and any other topics covered so far. Students find the person on their page and write the additional information you provide.

### ADDITIONAL ACTIVITIES

#### *Interaction—Missing Person*

Have students bring 2 pictures of their family members and/or friends. Collect one picture from all the students and set them aside for a later activity. For students who forgot to bring pictures to class, give them pictures from magazines so they can participate in this activity. (Have magazine on hand.)

Now collect the other pictures from half of the class and distribute these to the other half of the class—one for each student. Everyone is involved at the same time. Instruct students to follow the dialogue below.

<p><b>Signer A:</b> ask if B has seen the picture you lost, tell who is in picture <b>B:</b> ask A to describe the person in the picture <b>A:</b> give description <b>B:</b> respond: <b>confirm</b> by asking for more information      or      <b>apologize</b>, explain you have not seen the picture, suggest A ask someone else (point to another student)</p>
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**A:** give additional information  
**B:** (check with photos) respond

(shows photo) ask if that's \_\_\_\_\_ or apologize (see above)  
the one

**A:** affirm, express relief \_\_\_\_\_ or express disappointment

sample dialogue (confirm and affirmative responses) Stress the vocabulary in bold.

\_\_\_\_\_ q  
**A: ME LOST PICTURE, MY MOTHER, YOU SEE "around"**  
\_\_\_\_\_ t \_\_\_\_\_ whq  
**B: YOUR MOTHER FACE+SAME "what"**  
**A: IX DCL "short person" HAIR GRAY, DC: "curly" EYEGLASSES**  
\_\_\_\_\_ whq  
**B: IX DRESS COLOR, FACE+SAME "what"**  
**A: SWEATER YELLOW, BUTTONS, NECKLACE DCL "pearl in front"**  
**IX STAND, BEHIND IX-loc "in back," FLOWERS "all over"**  
\_\_\_\_\_ t \_\_\_\_\_ q  
**B: (shows picture) IX-loc "picture," THAT-ONE**  
**A: !YES! THAT-ONE. THANK-YOU. ME RELIEVED YOU FIND**

sample dialogue (apologize, suggest...) Stress the vocabulary in bold.

\_\_\_\_\_ q  
**A: ME LOST PICTURE, MY MOTHER, YOU SEE "around"**  
\_\_\_\_\_ t \_\_\_\_\_ whq  
**B: YOUR MOTHER FACE+SAME "what"**  
**A: IX DCL "short person" HAIR GRAY, DC: "curly" EYEGLASSES**  
\_\_\_\_\_ neg \_\_\_\_\_ whq  
**B: SORRY, ME NOT+SEE. WHY+NOT YOU ASK OTHER STUDENT**  
(point to student) MAYBE IX FIND  
\_\_\_\_\_ neg  
**A: "ohh" YOU NOT+HAVE "snap fingers" #OK, ME**  
**ASK-TO "another student" THANK YOU**

Once everyone is comfortable with the dialogue, have the first half of the class find their pictures by following the dialogue. Once everyone has found their picture, collect pictures from the other half of class. Repeat activity.

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### ***Interaction - Relay a message.***

Follow-up activity. Use the first set of pictures you collected for the following situation. Spread out the pictures face up on a table.

You are at a convention. You need to get a message to a family member waiting in the lobby that you will be delayed 30 minutes. Your friend is willing to relay the message but doesn't know what the person looks like.

Now demonstrate the situation above. Call a student up to be your friend in the situation—demonstrate what you would sign. Have the student go to the table with all the pictures and to locate the picture of the person you described. They should bring it back to confirm they have the correct picture.

Then s/he confirms by asking  $\frac{\text{q}}{\text{THAT-ONE}}$ .

Pair up students and have them role-play the above situation. At the end of the role play, the person “relaying the message” locates the correct picture on the table and brings it back to their partner to confirm they have the correct picture.

**Conclude** by having students discuss who is in the picture:

- how person is related to you
- name of person
- age
- where s/he lives (and if you live with him/her)
- if friend, how long you have known him/her
- what this person does for a living

### ***Describing Animals***

Review the vocabulary and describing rules used to describe an animal introduced in Unit 3 (revised Curriculum Units 1-6). Then expand by introducing Body Part Classifiers, Semantic Classifiers, DCLs to describe the following:

- type of animal
- size
- describe body
- describe the animal's movement
- describe behavior

Have students tell about a pet or animal they like best, and one that they do not care for. Students should explain their choices, using some personal quality vocabulary as well as other vocabulary to describe physical appearances and/or behaviors that they find appealing or disgusting.

And follow up with a story about the animal's peculiar habit or behavior or tricks they performed.

## UNIT 9

Although this lesson doesn't overlap with any other lesson taught earlier, here are some ways to expand on the activities.

### ADDITIONAL ACTIVITIES

**Give and Take**, page 33, Student Workbook. Expand on the homework by having students prepare three sentences (like on the video) that use three people (using themselves as one of the three) taking and giving money (using money numbers).

**Making Requests**, page 33, Student Workbook. Each student must develop a request that is different from the ones in their workbook. The student makes a request of another student. The student responds. A third student explains what took place between Students 1 and 2. Confirm that the third student is correct. Now Student 2 asks Student 3 a request, Student 3 responds and a fourth student is asked to explain what happened between Student 2 and 3. Continue until all students have a chance to make a request, respond, and tell what happened.

**ABC Gum**. If students are not familiar with the story, use the activities in Unit 6, pages 549–553 (revised Curriculum Units 1-6). If students are familiar with the story, then review the story and have students break into 4 groups and develop a similar story with new characters (a dog, old woman, person on bike) and use difference surfaces. Then in new groups (made up of one person from each group), each person tells the story their group developed.

**What's Out There?** page 199. After you review all of the expressions, ask students to create a narrative using one of the situations.

## UNIT 10

Family and relationship vocabulary is introduced in Unit 4 (revised Curriculum Units 1-6). But, it is essential to review the vocabulary, especially those of extended family, and the relationship vocabulary. There are a number of ways to do this—but whichever way you choose you should use language, not pictures to review. One way, is to describe a relationship then ask how are they related.

For example, pose the following hypothetical situation, “Suppose your parents are divorced. Your father marries again. His wife is your what?” Student should answer, “STEP+MOTHER.”

To review and rehearse on relationship vocabulary, you can tell or ask students to tell about a relationship. For example, “how did your parents meet?, or how did you meet your significant other,? or tell about a famous person's relationship such as Brad Pitt and Angelina Jolie.

**Ask/Tell How Old**, page 219–221. This information is very important to review. Students make many mistakes when expressing ages. Pay close attention to form, especially how the number handshape makes contact with the chin. Introduce signs for approximate ages, for example 20's, 30's, 60's.

You can change the activity on page 222, Sign Production, “**Exchanging Information about Siblings/Children.**” by making two activity sheets that list children's or sib-

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ling's names and ages. Then pair up students and have them ask questions to get the names and ages from their partner's list.

Show **Conversation 1** (Student Workbook, p, 48 from **Language in Action**). Expand on the conversation by introducing names of large cities in the United States, especially cities close to your area.

**Establishing Relationships**, pages 224-225.

“**US-TWO, THEY-TWO,**” pages 225–226. Ask students to expand on the information they give about the “important person” in their lives. Ask them to give between 5-7 pieces of information. The example given in the Curriculum is:

T: fs-NICK IX “*Nick*” MY BOY+FRIEND, US-TWO GO-STEADY. (have students expand on this by adding) IX “*Nick*” STUDY ENGLISH, ME ASL. FUTURE US-TWO WANT TEACH HS.

For step #2, make sure students correctly use the possessive “MY” when referring to 2 people who are related to them”

**Workplaces**, page 228. You can expand numbers 1 - 4 on the page, by asking students to name or describe a common task associated with each occupation in the picture (materials on pages 245 and 246).

**Narrative about Name Signs**, page 232. You can expand on name signs by asking students how they got their name, for example, who they are named after. Did they have a nickname? If yes, how did it come about? Or was there a time they wished their name was something else? What was the name and why did they like the name?

Homework follow-up for **A Show of Hands**, page 50 Student Workbook. Have students give a summary of each contestant's background.

Ask students to research the organizations and people named in the answers for **A Show of Hands**. Students can use the Internet or any other means to research, provide written information about each organization and person, and turn in for you to grade.

### ADDITIONAL ACTIVITIES

“A Family I Know”

Ask students to develop a narrative about a family with three or more children. Have them include the following information:

Tell how you know the family

Tell about the parents—their approximate age, how many children they have

For each child in that family, share what you know about them using the list below.

- their names
- their age
- deaf/hearing
- where they live
- marital status, if married
- if student, tell which grade level
- if employed, tell about occupation
- their hobbies
- how they get along

Or other information you think interesting.

## UNIT 11

Although this lesson doesn't overlap with any other lesson taught earlier, here are some ways to expand on the activities.

**Dialogue Practice**, page 260. Conclude the dialogue practice after step 2 by showing **Conversation 1 and 2** (Student Workbook, p. 62 from **Language in Action**). Discuss.

**“The Ten Commandments”** (Student Workbook, p. 64)

**Purpose:** To practice 2-person role shift using signs that describe the attitude of the main characters, Moses and the Pharaoh. Maintain continuity by using the left side of the signing space to represent Moses and the Jewish slaves and the right side of the signing space to represent the Pharaoh and the Egyptians.

**Warm-up** Ask students to tell you about the movie “The Ten Commandments.”

- ask about the main characters: Introduce signs:  
JEWISH LEAD+ER - *fs*-MOSES  
KING (Pharaoh)
- ask where the story took place:  
EGYPT
- ask about the relationship between the Egyptians and the Jewish people at that time:  
RULER (Egyptians),  
SLAVE (Jewish people)
- ask what the Jewish people desired:  
FREE
- ask class what happened when the Pharaoh finally let the Jewish people go:  
FLOCK-TO RED SEA (or *fs*-SEA)  
WATER (2h)ECL:5 “*parting of the sea*”  
JEWISH PEOPLE FREE

**Show** Show videotaped narrative “The Ten Commandments” by Ben Bahan, which is a summary of the movie itself.

**Clarify** After the class has seen the videotaped narrative, clarify some signs students may not understand.

**Review** Review some signs Ben used to describe the characters and people in the story.

- Ben describing the Pharaoh:  
MEAN, BIG-HEADED, WEALTHY(RICH)
- Ben describing the Jewish slaves:  
FEARFUL, COMPLAIN++
- Ben describing Moses:  
GOOD, HUMBLE, WISE, BRAVE

**Ask** Ask class what Moses said to the Pharaoh at first and the Pharaoh's response:

*fs*-MOSES DEMAND [(wh)5/point to each finger]  
KING SMILE

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- Point out** Point out how Ben
- used his signing space - he first pointed to his right side to refer to the country of Egypt, then used the same side to refer to the Egyptians and the Pharaoh. He used his left side to refer to Moses and the Jewish slaves.
  - used brow raise (with eyes widened) to show change in situation:

br

APPEAR *fs*-MOSES, GOOD...

- showed Moses' reaction to the king's smirk - widen eyes, pause then SHOW
- showed the Pharaoh's reaction to Moses' actions (SHOW)  
- Pharaoh's bowing his head down as if acquiescing or giving up, then waving hand to let people go
- used element classifier signs to show the sea parting and then return to its normal state

- Practice** Have students practice signing parts of the story that focus on change in situation and the reactions of both main characters to each other's statements.

You can assign the story as a fluency assignment. Have students learn the story, tape them, grade them.

### ADDITIONAL ACTIVITIES

**Guessing Game: Personality**, page 261. Use the information below to expand the topic discussed.

Tell students to bring at least two large photos of people they know well.

Guess:

- *age*
- *personality*
- *job*
- *interests/hobbies*
- *relationship to student*

Begin with a picture of your own. Ask students to guess the answer to each category on board for the person in that picture. Also, have them tell why they think their answer is right. Then, afterwards, confirm, qualify or contradict the students' speculations by describing the person yourself.

Split into small groups of 5-6 students each. Have them guess the answers to the categories above for their pictures.

**"A Fishy Story"** (Student Workbook, p. 65) You can review the story in class. Have students practice elements of the story. Then have students tell that story or a true story about a "fishing" experience they had.

## **UNIT 12**

In this unit, activity “Weekly and Monthly Routines” p. 279 overlaps with Unit 5 lesson 5.7 (revised Curriculum Units 1-6). We still feel it is important to recycle the information and have students practice the language again, but this time, expect students to elaborate on the information. What follows are ways to expand on activities.

**Solving Conflicts**, page 282–283. Conclude dialogue practice by showing and discussing Conversation (Student Workbook, p. 74 from **Language in Action**)

**Fill in the Blanks: Daily Activities**, page 282. After number 2, expand the activity by having students tell the class something in their typical routine, and then tell how that routine was different on one particular day. (i.e., Sunday)

**Safe Keeping**, (Student Workbook Units 7–12, page 78). Show the video segment in class. Discuss the different places Mary looked for the money, paying attention to the structure—name the location (indicate which room), show moving from room to room with SCL:V (show students the distinction between one person moving and two people moving), show how to use the sign LOOK-AT and role shift to show oneself looking, and show that at the end of each search the sign NONE is used to indicate nothing was found.

Ask students to develop a story talking about a misplaced item. Following the structure of Mary’s story, students must show four places they looked for the item. Conclude their story with some closing comment (reaction, opinion, lesson learned).