

UNIT 1 — GETTING TO KNOW YOU, p. 1

	FUNCTIONS	GRAMMAR	VOCABULARY	STUDENT OUTCOMES	CONVERSATION BEHAVIORS
LESSON 1:1 Getting to Know You 45–50 minutes p. 2	Ask/give names	Wh-question: “what”	Wh-questions: what, who, where NAME, COPY-me IX-loc	Ask name, Give name ACTFL: 1.1, 4.1	Eye contact Shake hands
LESSON 1:2 Cardinal Numbers 1–10 10–15 minutes p. 8	Count off	Number forms palm orientation	1–10	Produce correct number forms ACTFL: 1.1, 4.1	
LESSON 1:3 Fingerspelling: Fist Letters 10–15 minutes p. 12	Spell names	Form and movement of “fist” handshake letters	a, e, i, o, s, m, n, t	Produce correct form for “fist” handshape letters in names ACTFL: 1.1, 4.1	
LESSON 1:4 Same or Different 1 10–15 minutes p. 17			Comparisons: SAME-AS, DIFFERENT Categories: SHAPE, LETTER, NUMBER, AGAIN	Tell whether descriptions are the same or different ACTFL: 1.1, 3.1, 4.1	Ask to repeat
LESSON 1:5 Introducing Oneself 45–60 minutes p. 23	Give name Ask name Express pleasure in meeting	Wh-question: “what”	Greeting:HELLO Memory-related: REMEMBER, FORGET, FINGERSPELL (name), NICE MEET-you, HOMEWORK	Introduce self Open/close conversation Fingerspell names ACTFL: 1.1, 1.3, 2.1, 4.1	Look at faces as partner spells name
LESSON 1:6 Cardinal Numbers 11–15 10–15 minutes p. 8	Count off	Number forms	11–15	Understand and sign numbers 1–15 ACTFL: 1.1, 4.1	Track conversation
LESSON 1:7 Same or Different 2 20–25 minutes p. 33	Ask/tell what's different	Contrastive structure, Wh-question: “what”	Comparisons: SAME-AS, DIFFERENT Categories: SHAPE, LETTER, NAME, NUMBER	Ask/tell if the two items are similar or different ACTFL: 1.1, 4.1	

UNIT 1 — GETTING TO KNOW YOU *continued*

	FUNCTIONS	GRAMMAR	VOCABULARY	STUDENT OUTCOMES	CONVERSATION BEHAVIORS
LESSON 1:8 Asking Who 40–45 minutes p. 38	Identify others	Wh-question: WHO Identifying sequence Real world orientation using IX-loc Topicalization	Gender: MAN, WOMAN, PERSON Clothing, physical appearance, colors	Ask who Tell who by identifying person, Acknowledge by glancing and nodding ACTFL: 1.1, 1.2, 1.3, 2.1, 4.1	Glance at person being referred to
LESSON 1:9 Specifying Where (Inside, Above, and Below) 20–25 minutes p. 47	Give instructions to draw	DCL “traceshape” Word order: descriptions	IX-loc “tap inside, above, or below” to indicate where to place	Describe a shape and indicate where to place secondary items ACTFL: 1.1, 1.2, 1.3, 3.1	Monitor listener is following along
LESSON 1:10 Giving Commands: Objects in the Classroom 35–45 minutes p. 52	Give/follow commands	Word order Commands: action involving body, action involving objects	SIT, STAND, JUMP, DANCE, TURN-AROUND Classroom items Action with items: OPEN-(item), CLOSE-(item) ICLs	Give commands involving objects and body position ACTFL: 1.1, 1.3, 2.1, 3.1, 4.1	
LESSON 1:11 Following Instructions 15–20 minutes p. 66	Follow instructions		DRAW, WRITE, JOT-DOWN RIGHT, WRONG	Follow instructions to draw shapes, write names, and to jot down numbers and/or letters ACTFL: 1.1, 2.1, 3.1, 4.1	
LESSON 1:12 Culture: Getting Attention 20–30 minutes p. 71	Get another person's attention		TAP-SHOULDER LOOK-AT	Get another person's attention ACTFL: 2.1, 3.1, 4.2	Tap shoulder Wave to get attention

UNIT 2 — EXCHANGING PERSONAL INFORMATION, p. 83

	FUNCTIONS	GRAMMAR	VOCABULARY	STUDENT OUTCOMES	CONVERSATION BEHAVIORS
LESSON 2:1 Giving Information about Yourself 110 minutes p. 84	Ask/tell personal information	Yes/no questions affirm/negate Real world orientation using IX-loc	Identity: LEARN+ER, TEACH+ER, DEAF, HEARING TEACH, LEARN Languages Places of learning Names of local colleges Responses: YES, #NO, OH-I-SEE	Identify self Negate, give correct information Ask yes/no questions ACTFL: 1.1, 1.2, 1.3, 2.1, 3.1, 4.1	Response: OH-I-SEE
LESSON 2:2 Cardinal Numbers 16–19 10–17 minutes p. 108	Ask/tell how many	Number form and movement Wh- question: HOW-MANY	1–19 HOW-MANY HAVE PLUS	Produce correct number forms Ask “how many” questions ACTFL: 1.1, 2.1, 3.1, 4.1	
LESSON 2:3 Identifying Locations: Tic-Tac-Toe 25–35 minutes p. 112	Give instructions	Identify square <ul style="list-style-type: none"> • trace grid • establish reference point • indicate square (mark “X” or “O”) Topicalization	IX-loc “here” Game vocabulary: START, HEAD, fs-TAIL, WIN LOST, EQUAL	Identify square to place “X” or “O” Ask “which” question ACTFL: 1.1, 1.3, 2.1, 4.1	Confirm listener understands where
LESSON 2:4 Narrating Experience with Languages 65–90 minutes p. 118	Narrate about language(s) one grew up speaking and learning	Narrative structure Contrastive structure Transitions: <ul style="list-style-type: none"> • topicalization <u>t</u> • NOW 	SIGN, SPEAK Quantity: MOST, SOME, LITTLE-BIT, #ALL STILL SPEAK Level of difficulty category FINE++, #OK/SO-SO, TIRED, SICK	Narrate language background using transitions Respond to <u>whq</u> <u>HOW YOU</u> Tell present condition FINE++, TIRED, etc. ACTFL: 1.1, 1.2, 1.3, 2.1, 3.1, 4.1, 4.2	Maintain eye contact with listener throughout narrative
LESSON 2:5 Fingerspelling: Up Letters 20–25 minutes p. 130	Give name	Form and movement of “up” handshape letters Hand position	b, c, d, f, k, l, r, u, v, w, x	Produce correct form for “up” handshape letters in names ACTFL: 1.1, 3.1, 4.1	Ask to repeat fingerspelling

UNIT 2 — EXCHANGING PERSONAL INFORMATION *continued*

	FUNCTIONS	GRAMMAR	VOCABULARY	STUDENT OUTCOMES	CONVERSATION BEHAVIORS
LESSON 2:6 Talking about Leisure Activities 35–45 minutes p. 135	Discuss leisure activities	Statement: “ME LIKE...”	Leisure activities	Tell what person likes to do in leisure time ACTFL: 1.1, 1.2, 1.3, 2.1, 3.1, 4.1	Get point across by describing and acting out when don't know signs
LESSON 2:7 Cardinal Numbers 20–29 20–35 minutes p. 141	Ask/give subtraction problems	Wh- question: MINUS, HOW-MANY Topicalization	1–29	Produce correct number forms Ask/give subtraction problems ACTFL: 1.1, 3.1, 4.1	
LESSON 2:8 Describing Three Types of Shapes 35–45 minutes p. 146	Describe shapes	Describe 3 types of shapes Sequence for combination of shapes <ul style="list-style-type: none"> • describe first shape • hold reference point to indicate where to place second shape Signer's perspective Topicalization		Take signer's perspective Describe combination of shapes ACTFL: 1.1, 2.1, 3.1, 4.1, 4.2	Acknowledge you understand description
LESSON 2:9 Identifying People 60–90 minutes p. 152	Identify person, give information	Identifying sequence: <ul style="list-style-type: none"> • gender + appearance • gender + body position • gender + action Contrastive structure	Classifiers: BCLs, ICLs Actions Drinks Preferences: LIKE, FAVORITE PAY-ATTENTION	Identify person and give information about that person Ask/state preferences ACTFL: 1.1, 1.2, 1.3, 2.1, 3.1, 4.1, 4.2	(Listener) acknowledge who
LESSON 2:10 Fingerspelling: Double Letters 15–25 minutes p. 166	Give names	Form and movement of double letters	bb, tt, ll, mm, nn, rr, ss, dd, oo, ee, aa, kk	Produce correct form for names with double letters ACTFL: 1.1, 4.1	Ask to repeat spelling of names

	FUNCTIONS	GRAMMAR	VOCABULARY	STUDENT OUTCOMES	CONVERSATION BEHAVIORS
LESSON 2:11 Culture: Negotiating a Signing Environment 30–45 minutes p. 169			EXCUSE-ME	Go through signed conversation Go through crowd of people conversing in signs ACTFL: 2.1, 3.1, 4.2	Walk through conversation Respond to touch to move
LESSON 2:12 Asking What Is the Sign 45 minutes p. 175	Ask for a sign	Wh-question: (describes), SIGN “what”	OPPOSITE SIGN Responses: THINK, SORRY FORGET, NOT UNDERSTAND, MORE, NOT-KNOW	Use different strategies to ask for a sign ACTFL: 1.3, 2.1, 3.1, 4.2	Respond with varying degrees of certainty

UNIT 3 — DISCUSSING LIVING SITUATIONS, p. 195

	FUNCTIONS	GRAMMAR	VOCABULARY	STUDENT OUTCOMES	CONVERSATION BEHAVIORS
LESSON 3:1 Telling where One Lives 40–60 minutes p. 196	Ask/tell where person lives, in which area of the city	Wh-question: WHERE “area” WHERE Real world orientation	LIVE HERE, IX-loc, NEAR “area” Areas of city Compass points CITY	Ask/tell where live Use real world orientation to indicate where ACTFL: 1.1, 1.3, 2.1, 3.1, 4.1	Respond to info: OH-I-SEE
LESSON 3:2 Giving Commands: Locations 50 minutes p. 206	Give commands	Action involving object and location Weak hand to establish reference point Modify the verb “PUT” to correspond with the action Topicalization	Locations: TABLE, SHELF, FLOOR, TV, etc. Objects: PENCIL, PAPER, BOOK, CUP, etc. Actions: PUT-on, -down, -under, -beside, -behind, -between, etc.	Give commands involving object and location Use weak hand to establish reference Use topicalization when naming object or location ACTFL: 1.1, 1.2, 1.3, 2.1, 3.1, 4.1	

UNIT 3 — DISCUSSING LIVING SITUATIONS *continued*

	FUNCTIONS	GRAMMAR	VOCABULARY	STUDENT OUTCOMES	CONVERSATION BEHAVIORS
LESSON 3:3 Communicating with the Face 20–30 minutes p. 213	Guide others with the face		HIDE LOOK-FOR FIND SUMMON	Find objects through others' facial expressions; Use facial expressions to confirm or negate ACTFL: 1.1, 1.2, 1.3, 2.1, 3.1, 3.2, 4.1	Maintain eye contact; Back channeling by using head nods and shakes
LESSON 3:4 Fingerspelling: Moving Letter Z 25 minutes p. 217		Three correct hand positions and movement of letter "Z" in a word/name	Word and names with the letter "Z"	Correctly fingerspell names with the letter "Z" ACTFL: 1.1, 4.1	
LESSON 3:5 Discussing One's Residence 60 minutes p. 220	Ask/tell about residence Ask/give opinion	Contrastive structure Wh-question: WHICH Facial markers: "cha," "mm," "oo"	Dwellings: HOUSE, #APT DORM Conveying size of dwellings Conveying age of dwellings Opinions: FINE, SO-SO/#OK, LIKE, DETEST	Describe residence State opinion Use contrastive structure to ask "WHICH" question Facial marker to indicate size ACTFL: 1.1, 1.2, 1.3, 2.1, 3.1, 3.2, 4.1, 4.2	Respond to info: OH-I-SEE
LESSON 3:6 Giving Basic Directions: Around the Classroom 60 minutes p. 229	Give directions to places around the classroom	Wh-question: WHERE Topicalization Real world orientation Give directions: -same floor -different floor -different building	Facilities/things: CLASSROOM, BATHROOM, TEACHER OFFICE, etc. Direction vocabulary: IX-dir, NEAR HALLWAY, etc. Facial markers: "cs," "mm," "ah" Category: PLACE LET-DOWN	Give directions to places around the classroom using real world orientation Describe how one feels ACTFL: 1.1, 1.2, 1.3, 2.1, 3.1, 3.2, 4.1, 4.2	
LESSON 3:7 Identifying Which Square 1 30–45 minutes p. 240	Follow instructions	Signer's perspective Identify square in grid		Locate square, then follow instructions to fill in the square ACTFL: 1.3, 2.1, 3.1, 4.2	

	FUNCTIONS	GRAMMAR	VOCABULARY	STUDENT OUTCOMES	CONVERSATION BEHAVIORS
LESSON 3:8 Cardinal Numbers 30–66 20 minutes p. 246	Count off 1–66	Number forms palm orientation	30–66	Count 1–66 ACTFL: 1.1, 4.1	Track activity to know what number to sign next
LESSON 3:9 Talking about Roommates and Pets 60–90 minutes p. 251	Tell about living arrangements Describe pets	Yes/no questions Contrastive structure: Tell how many For two: using contrastive structure For three: naming across signing space Conveying size of... DCL: describing pet markings using own body Orient signs toward person when giving information about that person	Living arrangement: LIVE ALONE, LIVE WITH Pets: CAT, #DOG, BIRD, etc. Possession: HAVE, NONE Categories: PEOPLE, ANIMAL, fs-PET Facial markers: “cs,” “mm,” “cha”	Tell about living arrangements Describe pet(s) Orient signs to person being referred to ACTFL: 1.1, 1.2, 1.3, 2.1, 3.1, 4.1, 4.2	
LESSON 3:10 Giving Basic Directions: Expressing Needs 35–45 minutes p. 263	Express need Ask/give directions Express gratitude	Give directions (review Skill 2.1) Topicalization Wh-question: WHERE Real world orientation	Needs: NEED, DRINK, EAT, BUY, PRACTICE, etc. Gratitude; THANK-you Response: FINE++ “pshaw” Direction vocabulary Facilities/things vocabulary	Give directions using real world orientation Express need Express gratitude ACTFL: 1.1, 2.1, 3.1, 4.1, 4.2	Respond to gratitude: FINE++ “pshaw”
LESSON 3:11 Fingerspelling: Down Letters P, Q, Y 30 minutes p. 270	Give names/ words	Form and movement for letters P, Q, Y and combinations PR, PL	Letters P, Q, Y Letter combinations: PR, PL	Produce correct form and movement for letters P, Q, Y, PR and PL in words ACTFL: 3.1, 4.1	

UNIT 3 — DISCUSSING LIVING SITUATIONS *continued*

	FUNCTIONS	GRAMMAR	VOCABULARY	STUDENT OUTCOMES	CONVERSATION BEHAVIORS
LESSON 3:12 Telling How Long 25 minutes p. 275	Ask/tell how long it takes	Wh-question: HOW-MANY MINUTE HOW-MANY HOUR	1–5-MINUTE; 1–9-HOUR (6 and over) +MINUTE (10 and over) +HOUR	Ask how many hours/minutes Tell length of time ACTFL: 1.1, 2.1, 3.1, 4.1	Respond to information
LESSON 3:13 Traveling to School or Work 120+ minutes p. 279	Ask/give personal information	Wh- question: HOW COME-here, WHERE LIVE Spatial agreement using COME-here, GO-TO	Transportation vocabulary Verbs: RIDE-IN [WITH], WALK, GO-TO, COME-here Length of time Places; WORK, HOME, CLASS Frequency: ALWAYS, SOMETIMES, NEVER, HOW, WHERE, HOW-MANY	Use spatial agreement when signing GO-TO, COME-here Ask/tell: <ul style="list-style-type: none"> where work, how get there how long it takes ACTFL: 1.1, 1.2, 1.3, 2.1, 3.1, 4.1	Respond to information
LESSON 3:14 Identifying Which Square 2 30 minutes p. 290				Locate square, fill in information Narrate information ACTFL: 1.1, 2.1, 3.1, 4.1	
LESSON 3:15 Asking What Is the Sign 35–45 minutes p. 294	Ask for a sign (review of Unit 2, Skill 2)	Responses: THINK, SORRY FORGET, NOT UNDERSTAND, MORE, NOT-KNOW	Use different strategies to ask for a sign Respond with varying degrees of certainty	ACTFL: 2.1, 3.1, 4.2	
LESSON 3:16 Reviewing Cardinal Numbers 30–66 35–45 minutes p. 299	Give instructions	Review number forms and movement	30–66 MISS-OBJECT HIT-JACKPOT	Identify square using numbers ACTFL: 1.1, 1.2, 1.3, 2.1, 4.1	

UNIT 4 — TALKING ABOUT FAMILY, p. 313

	FUNCTIONS	GRAMMAR	VOCABULARY	STUDENT OUTCOMES	CONVERSATION BEHAVIORS
LESSON 4:1 Talking about Immediate Family 60–90 minutes p. 314	Ask/tell if married Ask/tell if have children Ask/tell desires for the future	Contrastive structure Sign Usage: BOY — SON GIRL — DAUGHTER	Immediate family Relationship verbs Gender: BOY, GIRL Possessive pronouns Time sign: IN-FUTURE Express desire: WANT, NOT-WANT, MAYBE	Talk about family and family relationships and desires for the future ACTFL: 1.1, 1.2, 1.3, 2.1, 3.1, 4.1	
LESSON 4:2 Negation 1 20–30 minutes p. 327		Negate sentences: NOT, NONE	NOT, NONE	Reply to questions by <ul style="list-style-type: none"> negating statement giving correct information or both ACTFL: 1.1, 1.2, 2.1, 3.1, 4.1	
LESSON 4:3 Rocking Numbers 67–98 20–25 minutes p. 335	Count off 67–98	Form and movement of "smaller number twist to larger number" and "larger number twist down to smaller number"	67–69, 76–79, 86–89, 96–98	Produce correct number form and movement ACTFL: 1.3, 4.1	Track conversation
LESSON 4:4 Have, Like, Want, and Need 20–30 minutes p. 339	Express likes, wants, and needs Tell what one has	Simple statement Ask wh-word question "what"	HAVE, LIKE, WANT, NEED	Summarize the information in a short narrative ACTFL: 1.1, 1.2, 1.3, 2.1, 3.1, 4.1	
LESSON 4:5 Talking about Siblings 45–60 minutes p. 343	Ask/tell about siblings: <ul style="list-style-type: none"> who is oldest who close to similarities and differences 	Yes/no questions Wh-word question: WHICH, "what" Rhetorical question: <u>rh</u> et <u>DIFFERENT</u> Shift body to contrast information about others and self	Pronouns: YOU-TWO, US-TWO Relationship: BE-CLOSE-TO Ranking: OLD+EST, LAST BROTHER, SISTER Ordinal numbers: 6th–8th Comment: INTERESTING	Tell one's ranking among siblings Describe relationship with siblings Ask/tell about similarities and differences between self and sibling ACTFL: 1.1, 1.2, 1.3, 2.1, 3.1, 3.2, 4.1, 4.2	Respond to information: INTERESTING

UNIT 4 — TALKING ABOUT FAMILY *continued*

	FUNCTIONS	GRAMMAR	VOCABULARY	STUDENT OUTCOMES	CONVERSATION BEHAVIORS
LESSON 4:5 Talking about Siblings (continued)		Contrastive structure: tell number of siblings Ranking: • for 1 sibling: use US-TWO • for 2 or more siblings: list on weak hand			
LESSON 4:6 Fingerspelling: Moving Letter J 10-15 minutes p. 356	Give name	Number form, movement and palm orientation for letter combinations "ja," "je," "ji," "jo," and "ju"	JA, JE, JI, JO, JU	Produce correct form and movement for names with letter combinations "ja," "je," "ji," "jo," and "ju" ACTFL: 1.2, 1.3, 3.1, 4.1	Repeat spelling to confirm
LESSON 4:7 Telling How Old 15 minutes p. 361	Ask/tell age	Wh- question: HOW-OLD Shift body to contrast information about others and self to give age	OLD-(number) (number)- MONTH+OLD	Produce age correctly ACTFL: 1.1, 1.2, 1.3, 2.1, 3.1, 4.1, 4.2	
LESSON 4:8 Talking about Extended Family 60–90 minutes p. 366	Ask/tell about parents' family and grandparents	Yes/no questions Wh- question: HOW-MANY Personal and possessive pronouns Relationship word order Contrastive structure Tell ranking using THEY-TWO	Relatives Verbs: STILL LIVE, GONE (dead) DEAD/DIED, BE-ALONE (widow), BECOME-OLD++ Pronoun: YOU Possessive: YOUR Ranking: OLD+EST, ALTOGETHER	Talk about extended family Tell parent's ranking among their siblings Use personal and possessive pronouns to define relationship Use weak hand to indicate ranking ACTFL: 1.1, 1.2, 1.3, 2.1, 3.1, 3.2, 4.1, 4.2	

	FUNCTIONS	GRAMMAR	VOCABULARY	STUDENT OUTCOMES	CONVERSATION BEHAVIORS
LESSON 4:9 Telling How Family Members Are Related 60–90 minutes p. 377	Ask/tell relationships Tell how two people are related	Wh- question: “what” third person personal and possessive pronouns Use contrastive structure to establish spatial location for each person	Family Pronouns: IX “person” POSS “other person”	Ask/tell how two people are related Use third person personal and possessive pronouns to tell relationship ACTFL: 1.1, 1.2, 1.3, 2.1, 3.1, 4.1, 4.2	
LESSON 4:10 Negation 2 20–30 minutes p. 385		Negative statement NOT, NONE Yes/no questions	NOT, NONE	Integrate facial markers that coincide with negation and yes/no questions ACTFL: 1.1, 1.2, 1.3, 2.1, 3.1, 4.1	
LESSON 4:11 Discussing Family Variations 45–60 minutes p. 390	Discuss relationships Talk about changes in relationships	Yes/no questions Identify person: gender, description Ask relationship: use POSS, IX	Family variations: fs-STEP+SISTER, +BROTHER, +MOTHER, +FATHER HALF+SISTER, +BROTHER PARTNER Change in relationship verbs: ADOPT, DIVORCE, SEPARATE, QUARREL, FALL-IN-LOVE, etc.	Discuss change in relationships and families Get person's attention to ask question Use POSS and IX to ask about relationship ACTFL: 1.1, 1.2, 1.3, 2.1, 3.1, 4.1, 4.2	Get other's attention to ask a question
LESSON 4:12 Review Cardinal Numbers 1–100 15–25 minutes p. 397	Give the next number, the number before, the number in between	Wh- question: “what” Topicalization	$\frac{t}{(\#)}$ NEXT-TO-right /left $\frac{t}{(\#)}, \frac{t}{(\#)}$, “what” NUMBER $\frac{whq}{IX}$ “middle” 1-100	Produce correctly numbers 1–100 Ask for the next number, the number before, and the number in between ACTFL: 1.3, 4.1	

UNIT 4 — TALKING ABOUT FAMILY *continued*

	FUNCTIONS	GRAMMAR	VOCABULARY	STUDENT OUTCOMES	CONVERSATION BEHAVIORS
LESSON 4:13 Getting the Meaning Across 20–25 minutes p. 401	Getting the meaning across	Wh- question: FOR++	KEY, FOR++	Use signs, gestures Acting out to get meaning across when don't know the sign ACTFL: 1.1, 1.2, 1.3, 2.1, 3.1, 4.1, 4.2	
LESSON 4:14 Commenting on Family Members 30–40 minutes p. 404	Commenting on family members	Third person personal and possessive pronouns: IX, POSS Wh- question: HOW-OLD, WHERE, WHEN Yes/no questions	Occasions: BIRTHDAY, ANNIVERSARY, VACATION, GRADUATION, WEDDING etc. Commenting on: CUTE, PRETTY, HANDSOME, LOOK+LIKE YOU, NICE FAMILY, BIG FAMILY, FACE YOUNG, etc.	Discuss family picture, giving information about to occasion, relationship, marital status age, etc. Ask/answer follow up questions about the picture Commenting on family photos ACTFL: 1.1, 1.2, 1.3, 2.1, 3.1, 3.2, 4.1, 4.2	
LESSON 4:15 Culture: Maintaining a Clear Sightline 20–25 minutes p. 412	Check to be sure everyone can see the signer			As signer, position self so all can see As listener, voluntarily move so others can see or ask (by gently pressing shoulder) others to move so you can see ACTFL: 2.1, 3.1, 4.2	Being aware of others' ability to see

UNIT 5 — TALKING ABOUT ACTIVITIES, p. 423

	FUNCTIONS	GRAMMAR	VOCABULARY	STUDENT OUTCOMES	CONVERSATION BEHAVIORS
LESSON 5:1 Talking about Everyday Activities 50–65 minutes p. 424	Ask/tell when someone did/ will do activity	Wh- question: DO++, WHEN Word order with time sign Topicalization	Everyday activities: • at home • outside home Time signs Verbs: GO-TO, LEAVE-FOR	Ask what person did/will do on a certain day Use time sign at beginning of sentence ACTFL: 1.1, 1.2, 1.3, 2.1, 3.1, 4.1, 4.2	
LESSON 5:2 Agreement Verbs 45–60 minutes p. 441	Relay information	Modify verb to agree with subject and object Use agreement verb in role shift	GIVE-TO, TAKE-FROM, ASK-TO, SHOW-TO, THROW-TO, TELL-TO NEWSPAPER	Modify verb to agree with subject and object when repeating conversation Narrate story using agreement verb in role shift ACTFL: 1.1, 1.2, 1.3, 2.1, 3.1, 4.1	
LESSON 5:3 Fingerspelling: Words with G and H Letters 10–15 minutes p. 451	Give name	Form, position and movement of the letters “G” and “H”	G, H	Produce correct form position and movement for names with the letters “G” and “H” ACTFL: 1.3, 4.1	
LESSON 5:4 Talking about Chores 50–65 minutes p. 454	Ask/tell what each person's household chores are Ask/give opinion	Use POSS DUTY agreement with person's location Topicalization Use negative headshake before giving opinion	Chores: CLOTHES WASH-CLOTHES, FLOOR SWEEP, FEED CAT, etc. Opinions: ENJOY, NOT-MIND, DETEST DUTY	Discuss each person's household duties Use possessive pronouns to refer to non-present person Ask/give opinion ACTFL: 1.1, 1.2, 1.3, 3.1, 4.1	
LESSON 5:5 Asking if Done 20–30 minutes p. 467	Ask if completed tasks	Yes/no questions Integrate head nod and headshake while affirming or negating	Affirm: FINISH Negate: NOT-YET	Ask/tell if completed a task Integrate head nods and headshake while signing FINISH and NOT-YET ACTFL: 1.1, 1.2, 1.3, 3.1, 4.1	

UNIT 5 — TALKING ABOUT ACTIVITIES *continued*

	FUNCTIONS	GRAMMAR	VOCABULARY	STUDENT OUTCOMES	CONVERSATION BEHAVIORS
LESSON 5:6 Talking about Errands 50–70 minutes p. 473	Discuss what errands one must do in the next few days	Sequence errands: use transition FINISH and verb GO-TO Wh- question: MUST fs-DO “what” Use weak hand when listing errands GO-TO and COME-here to agree with locations referred to	Places: fs-PO, SCHOOL, DENTIST, #ZOO VIDEO STORE, etc. Errands: RENT MOVIE, PICK-UP SON, DROP-OFF CLOTHES, etc. Level of willingness: NOT-MIND, REFUSE Verbs: GO-TO, LEAVE-FOR	Ask/tell what errands one must do in the next few days Sequence errands using FINISH and verb GO-TO List errands on weak hand Give opinion (what one is willing to do and refuses to do) ACTFL: 1.1, 1.2, 1.3, 2.1, 3.1, 4.1	Respond to information • pity • WOW • OH-I-SEE
LESSON 5:7 Telling How Often 50–60 minutes p. 487	Ask/tell how often person does a specific chore	Use yes/no question to ask how often: YOU (chore) q EVERYDAY Use frequency time sign at end of sentence	Frequency: EVERYDAY, ONCE+1-WEEK, NEVER, etc.	Use frequency time signs to tell how often person does a chore Use frequency time sign at end of sentence ACTFL: 1.1, 1.2, 1.3, 3.1, 4.1	
LESSON 5:8 Talking about Activities with Others 100–120 minutes p. 496	Talk about what person's been doing Talk about one “out of the ordinary” activity person did over the weekend	Sequence activities involving time signs When to use LEAVE-FOR Plural pronouns—tell how many Use FINISH to sequence activities br Transition ONE signals something “out of ordinary”	Time signs Parts of day Plural pronouns Places: fs-BEACH, MUSIC, MUSEUM, etc. Activities: SWIMMING, VISIT, SIGHTSEEING, LISTEN (music), etc Comments: #FUN, NICE, ENJOY	Talk about one “out of the ordinary” activity Sequence activities involving time signs Use sign LEAVE-FOR ACTFL: 1.1, 1.2, 1.3, 2.1, 4.1	Comment on activity: • #FUN • NICE • ENJOY
LESSON 5:9 Talking about What One Does for a Living 45–60 minutes p. 515	Talk about one's work	Tell what to do by • job title • refer to its location • describe typical tasks	(Student generated vocabulary)	Tell what person does for a living (job) ACTFL: 1.1, 1.2, 1.3, 2.1, 3.1, 4.1	

	FUNCTIONS	GRAMMAR	VOCABULARY	STUDENT OUTCOMES	CONVERSATION BEHAVIORS
UNIT 5 REVIEW Putting It All Together 75–85 minutes p. 518	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, p. 529

	FUNCTIONS	GRAMMAR	VOCABULARY	STUDENT OUTCOMES	CONVERSATION BEHAVIORS
LESSON 6:1 "Timber": Understanding the Story 30 minutes p. 531	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 ACTFL: 1.2, 2.1, 2.2, 4.1, 4.2	Engage the audience by maintaining eye contact
Lesson 6:2 "Timber": One-Person Role Shift 30 minutes p. 535	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 ACTFL: 1.2, 2.1, 2.2, 4.1, 4.2	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 20–35 minutes p. 539	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 ACTFL: 1.2, 2.1, 2.2, 4.1, 4.2	Engage the audience by maintaining eye contact
LESSON 6:4 "Timber": Story Cohesion 20–25 minutes p. 544	Retell the story	Elements to tell a cohesives 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 ACTFL: 1.2, 2.1, 2.2, 4.1, 4.2	Engage the audience by maintaining eye contact
LESSON 6:5 "The Gum Story": Understanding the Story 35 minutes p. 549	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 ACTFL: 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 4.1, 4.2	Engage the audience by maintaining eye contact
LESSON 6:6 "The Gum Story": Entrances and Exits 35 minutes p. 554	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 ACTFL: 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 4.1, 4.2	Engage the audience by maintaining eye contact

	FUNCTIONS	GRAMMAR	VOCABULARY	STUDENT OUTCOMES	CONVERSATION BEHAVIORS
LESSON 6:7 "The Gum Story": Character Development 40–55 minutes p. 561	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 ACTFL: 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 4.1, 4.2	Engage the audience by maintaining eye contact
LESSON 6:8 "The Gum Story": Story Cohesion 30–35 minutes p. 566	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 ACTFL: 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 4.1, 4.2	Engage the audience by maintaining eye contact
LESSON 6:9 "The Gallaudet and Clerc Story": Understanding the Story 30–40 minutes p. 570	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 ACTFL: 1.1, 1.2, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2	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 25 minutes p. 576	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 ACTFL: 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2	Engage the audience by maintaining eye contact
LESSON 6:11 “The Gallaudet and Clerc Story”: Maintaining Spatial Agreement 20 minutes p. 579	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 ACTFL: 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2	Engage the audience by maintaining eye contact
LESSON 6:12 “The Gallaudet and Clerc Story”: Story Cohesion 20 minutes p. 582	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 ACTFL: 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2	Engage the audience by maintaining eye contact

	FUNCTIONS	GRAMMAR	VOCABULARY	STUDENT OUTCOMES	CONVERSATION BEHAVIORS
LESSON 6:13A Childhood Stories: "Wrong Name!" 40–55 minutes p. 586	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 ACTFL: 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2	Engage the audience by maintaining eye contact
LESSON 6:13B Childhood Stories: "If Only I Could Fly" 40–55 minutes p. 594	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!, IHEAR!, 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 ACTFL: 1.1, 1.2, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2	Engage the audience by maintaining eye contact
LESSON 6:14 Childhood Stories: "A True Fish Story" 40–45 minutes p. 602	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 ACTFL: 1.1, 1.2, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2	Engage the audience by maintaining eye contact
LESSON 6:15 Childhood Stories: "I Wanna Be Different" 40–45 minutes p. 609	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 ACTFL: 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2	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" 10–15 minutes p. 609	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 ACTFL: 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2	Engage the audience maintaining eye contact